

Is the writing on the wall for ARCHITECTURE? In a special briefing, John O'Leary looks at closure plans and at the HMI's critical report on college and polytechnic schools of architecture (page 13).

The new LONDON INSTITUTE opens on January 1, bringing together on a collegiate basis all the city's art, design and specialist colleges. Karen Gold considers the fate of the constituent members (pages 14 & 15).

Pitfalls: the mineworkers' strike raised important questions about the future of workplace TRADE UNIONISM. Christine Edwards and Edmund Hoery conclude that old-style industrial relations are stronger but more limited than was previously thought (page 17).

"Cambridge English" is a complex mixture of ideologies, personalities and inertias. COLIN MACCABE, billed in the late 1970s as the Young Turk of English studies, offers his own insight into the rise and decline of English and into the events surrounding his own controversial departure from Cambridge (page 19).



That's the way the money goes: the University Grants Committee has committed itself to a selective RESEARCH FUNDING policy. UGC chairman Sir Peter Swinnerton-Dyer explains the committee's aims and principles (page 20)

Home news	1-9
Patrick Nuttgens	2
Letters to the editor	2
Don's Diary (Colin Evans)	4
Party Line (Ian Wrigglesworth)	6
Apptithesis	7
Union View (CCNTSU)	9
Overseas news	10-11
Articles	12-20
Column (Pauline Stafford)	18
Books	21-31
Biology books	27-31
Noticeboard	32
Classified advertising	33-39

Next Week

Redefining "class" The American Council for Financial Aid to Education Sociology books Tony Tanner on The Library of America

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The arrogance of planners

In *The Poverty of Historicism* published 40 years ago Sir Karl Popper wrote: "The historic planner overlooks the fact that it is easy to centralize power but impossible to centralize all that knowledge which is distributed over many individual minds, and whose centralization would be necessary for the wise wielding of centralized power." A text maybe that should have been pondered by the National Audit Office before it recommended that the way to clear up the shambles created by the ignorant exercise of centralized power was yet more centralization, or by the Economic and Social Research Council when it chose to take action against institutions whose students appeared to have low PhD completion rates according to crude mechanical criteria, or by the University Grants Committee as it contemplates the piles of paper it has been sent by universities as their bids in the latest planning auction.

For all three have placed their faith in the centralized power which Popper condemns as either ineffectual or totalitarian. The National Audit Office's report points out that the more than £200 million allocated to universities for "restructuring" was simply used to bribe sufficient teachers to take early retirement or voluntary redundancy to enable universities to balance their books - which of course had been unbalanced by the Government's precipitate cut in their recurrent grant.

The auditors express their dismay that far from being a rational restructuring of the academic profession this enforced wastage of more than 4,000 university teachers was an almost entirely random affair. Instead of kicking out the sociology and Sanskrit professors, the fund was used to provide handsome pay-offs to engineers and computer scientists with marketable skills and to offer a merciful release to older teachers who had no wish to prolong their careers in a demoralized profession. So after spending £200 million the position has been made worse rather than better. In many cases the wrong people have left, and the flood of early retirements has reduced still further the profession's capacity for natural rejuvenation by ordinary retirement and routine recruiting.

Native chaps these auditors. Did they really imagine that a redundancy scheme designed to reduce manpower as quickly as possible could ever be used as a positive instrument for professional restructuring? Even the National Coal Board in much simpler circumstances is finding it impossible to say no to miners who want to leave the industry even if there are too many of them and they work in profitable pits. From the start the UGC was clear that the policy of rapid cuts decided upon by the Government would lead to dissonance. No one in the system deluded themselves that the "restructuring" fund was anything but a redundancy scheme to enable universities to shed staff at the necessary rate within the law, tenure was an important constraint.

The National Advisory Body's reaction to its most serious rebuff, on teacher training, is a calculated one: rebellious but not too rebellious. It must have been tempting to let the heart rule the head and tell Sir Keith Joseph to make his own decisions if he did not like NAB advice, particularly when feelings are already running high about his proposals for next year's advanced further education pool.

That the NAB committee decided to swallow its pride and undertake the further review demanded of them is a measure of political maturity, rather than weakness. Nor is the refusal to meet Sir Keith's timetable merely the face-saver it might appear. With only two rounds of meetings scheduled before next spring and an established consultation procedure to follow, an Easter deadline was always impractical. And the obvious desirability of planning initial teacher training in conjunction with the rest of public sector higher education must surely

So the report's conclusion that the UGC should have prevented universities letting the "wrong" people go by setting them precise and detailed manpower targets is invalid. It ignores the legal independence of universities and the UGC's lack of statutory authority. Already the committee is being hauled before an industrial tribunal because the age limit of 35 it set for "new blood" posts prevented at least one university making the appointment it wanted. It fails to explain how when a vice-chancellor or even head of department had failed to enforce their managerial interests with sufficient vigour a London quango could identify let alone enforce these interests for them. It is based on a naive misreading of the intentions of the fund. Neither the Department of Education and Science nor the UGC took the rhetoric at face value. Both knew that the now aborted "new blood" scheme was an essential corollary.

The worst feature of the National Audit Office's conclusion is its instinctive assumption that the answer to any policy failure is always tighter central direction. But here the difficulty arose because bad decisions were made at the centre. These decisions were bad in this context not because the objective was wrong (although it was) but because they were managerially incompetent. A much simpler and more feasible way to achieve the Government's own objective of reducing public expenditure on universities was available. If the cuts had been spread over a longer period, much less money would have been consumed by bogus "restructuring" and much more money would have been available for genuine restructuring in the form of "new blood". The mistakes identified by the auditors would have been avoided while the Treasury might even have made greater savings.

The ESRC's decision to get tough with institutions whose students take too long to complete their PhDs is another example of centralized power based on insufficient knowledge. There seems to have been no serious attempt to take into account the complexity of social science research. In devising the council's new punitive policy, which has all the subtlety of the system for totting up penalty points for driving offences. The methodology is shaky: at crude level Henley's students are distinguished from Brunel's while in the really big social science Economics large numbers of very different students have been lumped together, and at a more serious level completion rates have been solemnly worked out on ridiculously small student numbers with the crazy consequence that one completion more or less can lead to double-figure percentage gains or losses.

But the oblique way the ESRC's tough policy goes beyond methodology. No serious attention seems to have been paid to the great differences between the social sciences; a PhD in one is a very different enterprise from a PhD in another. Nor has any weight

been attached to their variable vocational significance, although such incentives or lack of them clearly have a major impact on completion rates. No one seems to have asked the much more radical question whether, if completion rates are so low, the PhD may in some cases be an inappropriate vehicle for advanced study and research training in the social sciences. The ESRC at least should recognize that by putting pressure on institutions to make their research students complete their PhDs more quickly it may be interfering with the traditional pace and maybe pattern of these courses. If that is what the council desires it should perhaps consider a reduction in the number of research PhDs and introduce more taught doctorates on the American pattern. That at any rate would be a positive rather than a punitive response to the political problem presented by low PhD completion rates.

By the end of this month the UGC will receive from universities their estimates of student numbers, financial forecasts and accounts of research strengths. On the basis of this information the committee will launch a new system for allocating money to universities, the principles of which are described by Sir Peter Swinnerton-Dyer, chairman of the UGC, on page 20. Will the UGC be able to avoid the perils of over-planning? Maybe, if the impact of the new allocation system is sufficiently gradual, if its operation is clearly understood and if the committee is prepared to modify it in the light of experience. But the danger is great.

The more explicit the allocation mechanism the greater the limit on the freedom of institutions. There is no point the UGC, following the line of the National Advisory Body, arguing that the new mechanism is simply its way of doing its sums, that it should not be taken by institutions as a guide to how money should be spent. Surely that is disingenuous. There is always next year and next year's grant.

The perils of centralized power need to be kept constantly in mind. Popper's point is sound. However voracious the appetite of central planners for detailed knowledge, it can never be sufficiently satisfied to allow them to make the best decisions. Yet this appetite for information sometimes oppresses the freedom of institutions, professions, individuals, even thought itself. Of course in a modern society governed by bureaucratic rules a balance has to be struck between unsatisfactory decisions and no decisions at all. But there is another point that is worth remembering. Central planners often like to feel that they have a dynamic and rational effect, that without them institutions and systems would lapse into a comatose complacency. Yet those at the centre of policy formation often have conventional even conservative views about possible change. It is among the grassroots, on the fringe, at the edge in the private world of institutions far from the public world of planners that real change occurs.

Rebels with a cause

outweigh the advantages of a summer resolution.

So far, so good, as long as the result is better planning. In retrospect, some of those involved in framing the original one college closure and a certain amount of juggling with intakes was not an impressive outcome for the exercise which began from the premise that rationalization was needed. It was hardly surprising that Sir Keith was not satisfied, particularly after previously expressing his displeasure at the lack of progress towards a slimmer system.

However that will make it no easier to pitch the revised advice with the blood and the institutions armed with authoritative verdicts on their worth, reached after months of debate at all levels of the NAB. Reopening the review must mean more closures; substituting the same advice after further deliberation is only a theatrical option. The NAB committee effectively

has decided to select the victims itself, rather than have the Department of Education and Science act on criteria which might be at odds with its own.

But that need not - and should not - be necessarily bad news for the College of St Mark and St John, North Riding and the others who were relieved in the last exercise. The wider considerations involved in overall institutional planning, as distinct from teacher training alone, might produce a very different list. The possibility of a merger between Hatfield Polytechnic and Hertfordshire College of Higher Education, for example, might make out a strong regional case than some neighbouring institutions. It may yet prove that the happy accident of timing which permits the integration of teacher training into the national plan for 1987/88 will get some of the NAB committee's



Any further comments on the Document? One smallish point, Vice Chancellor.

I do hope that it is "smallish". Professor Lapping, November 11 is the UGC's absolute deadline. I realize that, Vice Chancellor. And we really don't want a repetition of 1981 when, as you will recall, Doctor Comstock kindly volunteered to take down our last-minute submission by hand, unhelpfully mistook the platform and following his unexpected arrival in Aberdeen in mid-afternoon was forced to dictate all 21 pages over the telephone to the UGC secretary. We don't want that again.

Quite so, Vice Chancellor. But I wonder if I might just draw the meeting's attention to paragraph 132 on page 29, immediately after the section which speaks of the university "thrusting eagerly towards the 1990s".

Paragraph 132? Yes, sir. The first three lines. "This is a university of greatly varied strengths. The world-renowned Department of Nuclear Technology is at the very forefront of sophisticated research into this area of vital national concern; the Department of Communication and Media Studies has a reputation for teaching". What is the point you wish to make, Professor Lapping? Well, Vice Chancellor, I fully recognize that it's quite unreasonable to propose major changes to a document which has taken you and the Registrar all weekend to compile, but I was wondering about the colon.

The colon? Yes, sir. It does rather imply a "but". "The Department of Nuclear Technology does all this, but the Department of Communication and Media Studies only this". Might not the point be better made with an "and" or a semi-colon? Excuse me, Vice Chancellor.

Yes, Professor Lumkin? Surely, sir, the problem could be resolved by the use of a dash. That would carry the complementary sense of "and-ness" but without altogether losing the idea of alternative strengths which is perhaps conveyed too sharply by the fully-fledged "but". Thank you, Professor Lumkin. A thoroughly constructive suggestion. Now, any other minor comments before we ask the Burns to stamp and seal the letter. One very small point, Vice Chancellor.

Yes, Doctor Sprogue? Well, sir, although I think we have quite properly drawn attention to the major achievements of all our departments, pointed out the importance of finding any weak links, and indicated the pride with which we survey the past and the confidence with which we face the future... Do get on with it, Sprogue! Well, sir, I'm not sure if it will tell against us, but... But what? Well, sir, we seem to have completely forgotten to mention the name of the university.

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Scathing attack by UGC on Green Paper

by Ngalo Crequer

The Government's policies for higher education are defeatist, inconsistent and show a lack of understanding, the University Grants Committee said yesterday.

In its response to the Government's Green Paper on higher education it used one of its most critical public statements ever.

It was most scathing about Government policy on student numbers - to provide resources only for its own low estimate of student demand. Not only were the resources for this insufficient, but the projections themselves could not be relied on, the UGC said.

For the 1990s this represented an inadequate and defeatist approach given the Government's own policies in respect of the schools and the national need for graduates.

"We wonder why the Government should in the Green Paper be so pessimistic about the chances of success of its own policies in relation to schools as to make no provision for this in its policies for higher education," the UGC said.

This policy was also inconsistent with the Green Paper theme that the country's economic performance depended critically on the output of able, skilled and well motivated graduates.

The UGC also rejected the implied suggestion that it was the exception rather than the rule for universities to have strong industry links. All actively fostered private and public enterprise.

The committee said it was unfortunate that the Green Paper seemed to suggest there were particular problems in the humanities. The training of the mind provided by an arts course made such a course as vocationally relevant as a science course.

There could be no significant shift towards science and technology places without additional resources. The UGC this week sent vice chancellors details of the new funding policy which will make support for research more selective.

Leader, back page

Class: the struggle for a definition, 15

Imperial College computing scientists involved in the £15.5 billion Alvey project have rebuffed overtures from a big American military supplier hoping to secure the supercomputer findings for "star wars".

A delegation from the US defence contractors United Technologies met Imperial research manager Mr Richard Ennals in October to determine whether research currently being conducted would be of value in the Strategic Defense Initiative.

The work at Flagship is not intended to have any involvement in

in subject balance and at the same time reducing resources to a degree which is bound to mean further reductions in staff numbers. Further cuts would jeopardize teaching commitments.

The UGC said the universities' financial position continued to deteriorate and it was greatly concerned that its previous request for truly level funding had been ignored.

The Government proposed a continuing decline in resources in real terms yet asked the universities to take on a range of new developments. Unrealistic Government assumptions on pay made things still worse.

Unless the Government responded, the universities' capacity to preserve excellence in teaching and research, and ability to innovate and change must be in doubt.

The cuts were having a serious effect on research. The Green Paper did not appreciate that less research was being done because there were fewer staff and these had to give more time to teaching.

The UGC also said it will not go as far as the Green Paper suggests, and remove research funding from whole departments or whole universities.

Although there would be selectivity, each university would continue to have a substantial commitment to research.

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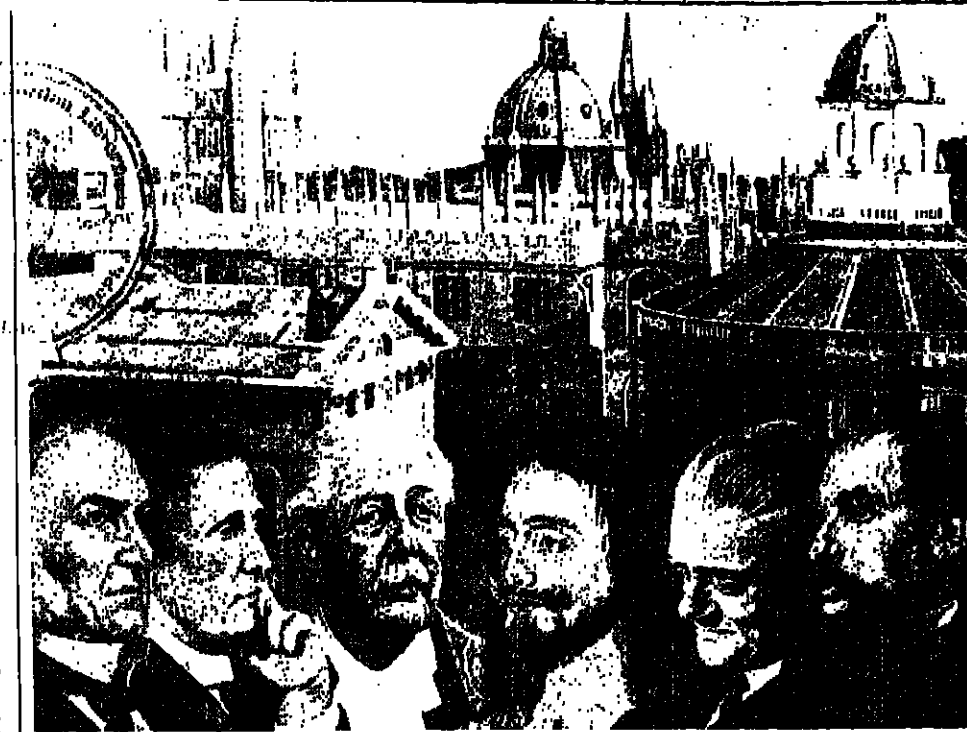
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Emergency meeting to avoid NAB split

by John O'Leary

An unprecedented joint meeting between the two tiers of the National Advisory Body was proposed this week to head off a damaging split over next year's student numbers in polytechnics and colleges.

The NAB board agreed to ask for the meeting after the local authority-dominated committee had been accused of breaking agreed policy by accepting more students at the cost of reduced funding levels.

The move went ahead against the advice of Mr Christopher Ball, chairman of the board, and may yet provoke a crisis within the NAB if the committee refuses the request.

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, whose Labour committee members were responsible for the decision to increase student numbers again next year, also opposed the meeting. And Mrs Nicky Harrison, the senior AMA representative on the committee, said later that a joint meeting might be counter-productive,

although she would wait to see how the request was worded before deciding how to respond.

The board's request was for a representative group of its members to meet the committee, largely to ensure that agreement was reached on holding funding levels steady for 1987/88. But Dr Ray Rickett, director of Middlesex Polytechnic and the most outspoken critic of the committee's decision, has warned that he would try to convince committee members to reconsider their policy on next year's numbers.

The extra money allocated to university research underlined the disparity which already existed between universities and the public sector, he said, and the effect of higher enrolments would be to lower standards again. "It looks as if the pincer divisions of the University Grants Committee have triumphed again and the NAB's chocolate soldiers have melted in the heat of battle."

Almost 1,000 additional students will be taken by polytechnics and continued on page 3

Geography degrees criticized

by Peter Aspdon

The level at which geography degrees are awarded at two colleges of higher education has been criticized as "not up to the standard of most university geography degrees elsewhere in the country" in an external examiners' report.

The report is on courses at Rochampton Institute of Higher Education and St Mary's College, Twickenham for the two colleges' validating body, Surrey University.

The examiners have told the university that the number of staff in the departments is too small and "in general terms (with notable individual exceptions) top far from the research frontier". The facilities available also appeared rather inadequate, they said.

"One has a great deal of sympathy with the staff, because they appear to have been thrown into a university-level situation, without any opportunity for retraining, and without any of the associated benefits. The number of students involved would appear to limit severely any time for research," says the letter to the university's examinations department.

The examiners said it would be "invidious and unhelpful" to pick out areas of weakness and strength in the departments, but the university should seriously address the question as to whether its graduates are comparable in standard to those produced elsewhere in this particular field.

They added that the conduct of examinations left much to be desired, and that there was clear evidence that papers were unevenly marked. "It is argued that this is impossible with the size of the staff and there is probably some truth in this. In which case the departments should seriously consider joining forces," they said.

"The questions, for which we as externalists must take a share of the blame, are not sufficiently challenging."

The letter recommends that the university harmonizes its degree courses in both departments.

"This will not completely solve all the problems outlined above but could go a long way to solving some of them. Failing this we think you must seriously question whether either institution should be offering honours degrees in geography," concludes the letter.

Neither the rector of Rochampton, Dr Kevin Keohane, nor the principal of St Mary's, the Rev Desmond Belme, wished to comment. The academic registrar of Surrey, Dr Geoffrey Haight, said the university was looking into the criticisms.



Mini-shuffle at the DES

There was a surprise change in ministerial responsibility for higher education this week as an unintended consequence of the Government's new agreement on Northern Ireland.

Mr Peter Brooke, under secretary for higher education, was promoted to fill the vacancy at the Treasury left by the resignation of Mr Ian Gow over the agreement. He was replaced by Mr George Walden (right), MP for Buckingham and parliamentary private secretary to Sir Keith Joseph.

There was no immediate announcement of Mr Walden's responsibilities, but it was expected that he would take over Mr Brooke's brief for higher education and science.

Although an MP only since the last election, Mr Walden has made a name as an eloquent voice on the right of the Conservative Party.

A former diplomat, he is a Cambridge graduate who also studied at Moscow University, the Ecole Nationale d'Administration in Paris and Hong Kong University, as well as spending a sabbatical year at Harvard University in 1981.

Lines are also being drawn in Imperial's physics faculty, where a petition is being circulated to urge feeling among top researchers. Faculty head Dr Tom Kibell said he thought maybe 50 per cent or more of physicists likely to be touched by the issue had already signed against involvement.

The controversial nature of the debate has raised problems for individual researchers who are in favour of SDI and would be open to funding for contracted research. The UT team was attracted to Imperial because of Imperial researcher Dr M. Lehman's involvement in a private contract with Science Applications International.



One of the advantages of living in Leeds (which I shall be leaving when a new director of the polytechnic arrives to take up the job) is that music is always in the air. Leeds is in any case an underrated city, underrated that is by southerners who have never seen it. Its institutions are outstanding; even a polytechnic director has to concede that its university has always been celebrated for its scholars. Academics retire from it who tell me that they came 30 years ago for a term only and couldn't bear to leave.

But let me concentrate on music. The piano competition is famous. Envious of the pianists, conductors now have their own competition too. The Leeds Musical Festival has just completed its 127th year. It takes place now every second year and has a permanent festival chorus instead of disbanding it every three years.

Those, of course, are events. What may not be so well known is that music is in the Leeds air all the time. The parish church has a fine tradition and under Simon Lindley continues to extend it. Sunday morning in the parish church is a musical experience whatever you think of the services; and the architecture of the church is remarkable too. The annual international concert season uses the famous town hall. In short, there is music everywhere. No doubt the Jewish dimension of the city has much to do with it.

Music makes me feel at home because I have sung in choirs and attended concerts ever since I was a student - and found conversations and arguments with musicians enjoyable however stupid they might be. For music offers a world of total absorption, dominating the whole life. There is only one other artistic sphere to compare with it; and that is the world of architecture, which also becomes an obsession. But architecture is frozen music and has the same compulsive dimension.

These thoughts are in my head because I have just been to a performance of Beethoven's *Missa Solemnis* in the town hall. It was one of the grandest musical experiences of my life. There was a huge choir, with the festival chorus and the Leeds Philharmonic Chorus, four brilliant soloists, the London Symphony Orchestra all under the control of Charles Mackerras, grinning at the gallery as he took his bows. It was one of those occasions when everything comes together and makes a work of art incomparably greater than any of its parts.

The *Missa Solemnis* has really nothing to do with the Mass. It is an oratorio, with better words than many a piece cobbled together to provide an excuse for song. What for me completed the experience was that for once the music and the architecture (the music and the frozen music) were as one.

It seemed as if the music had been waiting in the air inside Brodick's arrogant town hall, resplendent with colour and light and sound, and just wanted the signal to come together in glory. Culbert Brodick won the competition as a young man in 1852. Queen Victoria opened it in 1858 when the proceedings inside the Victoria Hall started with Mendelssohn's *Elijah* and ended with Handel's *Messiah*. That must have been the longest concert ever held in the hall and I rejoice that I was not there. The *Missa Solemnis* was long enough.

Patrick Nuttgens

Letters to the editor

Last exit from Cambridge

Sir, - The dispute over Dr Colin MacCabe's failure to be reappointed to Cambridge English in 1980 will look like a storm in a teacup to most of your readers: the more so because, as he now concedes (*THES*, November 15), he would in any case have resigned the post he did not get, and could in any case have chosen to remain teaching in Cambridge. In other words, he was not obliged to leave at all, and the claim that he was forced out is unfounded.

One possibility he might now consider is that even five years ago his critical views looked old-fashioned, being based on the fictional practice of James Joyce, who stopped writing in the 1930s, and the theories of Roland Barthes, whose notion of linguistics was so outdated that he imagined the arbitrariness of the sign - a principle familiar to Aristotle, Aquinas and Locke - to have been a 20th-century discovery. The end of modernism, that Edwardian dogma, may mean the entry of modernity.

The hierarchical suggestion that only professors have weight and authority in Cambridge, too, strikes me as antique: many a professor has recently discovered he has neither. And as for the final suggestion that Cambridge English inhibits a politicized view of literature, I can only say that in a quarter of a century of lecturing here I have not noticed it, and that much of *The Idea of Liberalism* is based on my own Cambridge lectures.



Colin MacCabe: "storm in a teacup"

It is true that walk-outs have occasionally occurred on demonstrating that Marx, Engels and their English disciples publicly and repeatedly demanded racial extermination; or that socialism, which commonly favours a privileged class, is only spuriously left-wing: views unacceptable to conservatives here I have not noticed it, and that much of *The Idea of Liberalism* is based on my own Cambridge lectures.

Logic of choice

Sir, - The article by Hollis, Sugden and Weale (*THES*, October 25) on "Ridiculous of Public Choice" raises difficult problems, but makes most of its points on the assumption that it is rational to choose X rather than Y; to drop litter on the beach rather than remove it; to take that action which, taken generally, does not lead to the public good, but dominates because it is less burdensome to take.

Preference, however, determines choice and many prefer to remove their own litter because the trouble in doing so is slight and the pleasure of leaving a small portion of beach in good order is great. Their own future pleasure and that of others is taken into account.

May I suggest that the authors would find fewer discrepancies between theory and observation if they took a broader view of the consequences individuals consider in forming their preferences.

There is no need for an "alternative logic of choice in which dominance is not a self-evidently rational principle". There is much need for a clearer realization of the likely effects on others of our own behaviour.

Yours faithfully,
N. L. LAWRIE,
Department of Operational Research,
University of Strathclyde.

Church colleges

Sir, - Your provocative and slightly misleading editorial of November 1 on the church colleges, urged that the issue be argued "with concern and passion". Dr Daniel has done that (*THES*, November 8) and though his vigorous comparisons between a polytechnic and a church college are not beyond dispute, he is right to make them.

Joint support from central government and the church lays on the church colleges a special obligation and opportunity. This is to provide a good quality higher education in a context in which the possibility of belief in God and the study and practice of the Christian faith are taken seriously. The colleges should be attempting this openly and unapologetically, with absolutely no pressures, explicit or subtle, on freely recruited students and staff, in three main ways.

First, by encouraging within the college an open but supported, respect-sharing community - it is honest inquiry and commitment that matter, not building "monumental chapels". Second, through the truthful and considerate treatment of all college members by one another, regardless of status or belief. Third, by providing

Challenging the ESRC

censor my lectures.
GEORGE WATSON,
Lecturer in English,
St John's College,
Cambridge.

Sir, - Colin MacCabe is entitled to his own version of the recent history of the Cambridge English faculty, but many of the events he describes will bear a different reading. Personally I have always found the versatility of the poet to be a source of great vitality, and so have our external examiners, who year by year comment enthusiastically on the quality of the work that they find here.

In another respect, also, the record needs to be kept straight, since the article carries a clear implication that the decision of the university's appointments committee not to appoint MacCabe to a full lectureship was in some way associated with his opinions and methods.

As chairman of the faculty at the time I was a member of the committee (which was presided over by the vice-chancellor's deputy) and heard no evidence of that kind when his case was considered; nor did the university committee which afterwards inquired into the matter find any such impropriety. Is it not time that this canard was buried once and for all?

JOHN BEER,
Peterhouse,
Cambridge.

highest integrity and someone deeply committed to peaceful, constructive and fundamental change in education. These very qualities have resulted in his recent election as chairperson of the Western Cape Teachers Union.

"We do not believe that his detention can in any way contribute to a peaceful resolution of the present crisis in South Africa. Indeed such arbitrary action can only serve to increase conflict and polarization."

Yours faithfully,
CHRIS BREER,
Senior lecturer in mathematics education,
University of Cape Town,
South Africa.

have been corporate members of the institution.

Chemical engineering has been at the forefront of training in risk assessment in this country for a number of years. Courses in safety and loss prevention are regarded as an essential part of any undergraduate course which seeks to be accredited by the Institution of Chemical Engineers.

Yours faithfully,
D. C. FRESHWATER,
Department of Chemical Engineering,
Loughborough University of Technology,
Loughborough.

opportunities - never requirements - for college members to consider Christian insights and contributions to the intellectual, creative, and professional disciplines offered in the college and to ethical, moral, political and social issues.

These are taxing ideals and most of us fall far short of them most weeks. If we are ever found not to be seriously attempting them - and the current Culham Institute Research Study may have some tough things to say to us - then certainly we deserve to be closed or taken over by local education authorities. But our efforts are in no way diminished by any similar commitment in a polytechnic, authority college or university which succeeds in offering higher education in a Christian context even though, unlike the church colleges, it has no actual obligation to do so.

Some of us who argued strongly that the church colleges should offer to come under the aegis of the National Advisory Body three years ago did so because we wanted publicly to remove any false impression that church colleges either got or wanted any more favourable treatment from government than local authority colleges, or polytechnics. But having seen 31 out of 37 church colleges fail to demonstrate

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Grants issue 'shoved under the carpet'

by David Jobbins

Student leaders expect the squeeze on students' standard of living to be intensified still further when the grant increase for 1986/87 is announced.

The National Union of Students calculates that if the grants increase is included in the extra £25 million announced by Sir Keith Joseph, secretary of state for education and science last week, it can only amount to 3 per cent and could be considerably less.

It was this week urgently seeking clarification from Department of Education and Science officials on the number of extra students upon which the new money is calculated. The DES said the increase assumed 2,000 more student award-holders.

If, as they fear, it conceals a considerable projected increase in student numbers, the scope for an increase in the rate of grant will be small. An announcement of the rate and revised potential contribution scales is expected shortly.

NUS, which met the then under secretary for higher education, Mr Peter Brooke last week, believes that ministers have yet to decide what the increase should be. It is angry that further erosion of the value of the grant seems inevitable so soon after ministers dropped their long-promised review of the entire student financial support system.

Ms Vicky Phillips, NUS vice president for welfare, said: "There is a total failure to produce any alternative to the existing unsatisfactory grants system. Instead of being honest and showing what they have arrived at, it is being shoved under the carpet in the hope that no-one will notice."

Yours faithfully,
PETER RIVIERE,
Chairman,
The Association of Social Anthropologists of the Commonwealth.

SA ban stands despite outcry

Organizers of next year's World Archaeological Congress this week confirmed their decision to bar South Africa in the face of threats from leading Western academics to withdraw in protest at an apparent breach of academic freedom.

The congress has been scheduled to take place in Southhampton next September but the British organizing committee ran into opposition from the Association of University Teachers at the university as well as from students and anti-apartheid groups over the presence of South African archaeologists.

Its British organizers say that they agreed to ban the 26 South African participants, some of them black, under duress in the face of the opposition and the fear that the conference would not be able to go ahead if the invitations were not withdrawn.

But their decision has angered other academics who regard it as a breach of academic freedom and the affair has become the first real test of the AUT's policy of a total academic boycott of South Africa.

The executive committee, meeting in London to uphold the ban "reluctantly" in the knowledge that some greatly respected colleagues would be excluded. Several of the barred participants are known to be outspoken opponents of apartheid.

More anniversary year scholars

Nearly a thousand students from the Commonwealth now hold scholarships in Britain awarded by the Commonwealth Scholarship Commission.

Sir Michael Walker, the chairman of the commission said: "The Commonwealth Scholarship and Fellowship Plan is now 25 years old. It is fitting that in this anniversary year the commission should be supporting an unprecedentedly large number of overseas scholars and fellows in Britain."

The two-way scheme, by which awards are offered not just by developed countries like Britain but also some tuition-free countries according to their means, drew £9 million support from the Government this year.

Yours sincerely,
P. SWINERTON-DYER,
Chairman,
University Grants Committee.

SERC forecasts CERN cut

by Jon Turney
Science Correspondent

The Science and Engineering Research Council's forward plans assume a 20 per cent cut in the council's payment to the European Laboratory for Nuclear Research (CERN) in Geneva, although no official decision on the British subscription to the laboratory has yet been taken.

Sir John Kendrew's review group on British contributions to high-energy particle physics, which reported to the SERC and the Advisory Board for the Research Councils earlier this year, recommended a 25 per cent cut in the CERN subscription.

But the new SERC chairman,

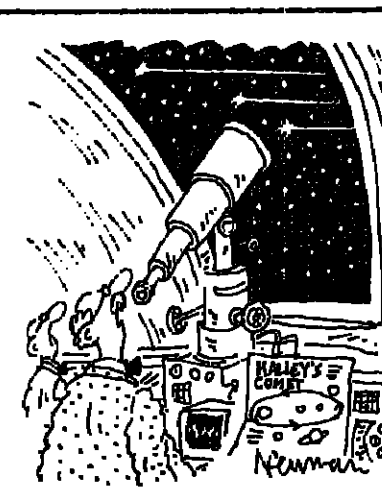
professor Bill Mitchell, said last week that SERC had decided to plan for a 20 per cent cut before Kendrew reported, and assumed this in its forward look for the ABRC.

The Kendrew recommendations are with ministers, and the verdict of an interdepartmental committee set up to discuss the report was due for discussion in Cabinet earlier this week. The most likely outcome is a decision to seek a reduction in the overall CERN budget, by negotiation with other member nations during 1986.

Professor Mitchell was speaking on publication of the SERC's 1984/85 annual report, which records the continuing shift from the two "big science" boards in the council - nuclear physics and astronomy,

space and radio - to engineering. The engineering board's budget has risen from 20.9 per cent to 25.9 per cent of the council's total in only the last five years, and is set to rise to 28 per cent by 1988. However, the council has decided to freeze the board's expansion pending a review of the effectiveness of SERC engineering research.

The review, by a group chaired by Dr Cyril Hilsam of GEC, will attempt to review £350 million of SERC investment over the last ten years, and has commissioned studies of selected areas from the Technical Change Centre and the Science Policy Research Unit in Sussex. It is due to report by next February, although pressure of time may dictate an interim report.



"TYPICAL 'YOU WAIT FOR 76 YEARS AND THEN 3 COME ALONG'"

Keele and North Staffs merger plan unveiled

by Peter Aspden

A new 8,000-student university of Staffordshire, mainly-funded by the University Grants Committee and retaining a normal university salary structure and conditions of tenure, is the recommended outcome of the proposed merger between Keele University and North Staffordshire Polytechnic.

The plan comes from the two institutions' working party on merger, which envisages a new body "which would combine the status and the excellence associated with universities with the range of opportunity, responsiveness and innovation associated with polytechnics."

The new university would extend the range of that elusive concept "quality", and do so in the context of responding to the growing and well-founded demand for social accounts-

bility in higher education, says the working party report.

The vice-chancellor of Keele, Professor Brian Fender, said this week there were two aspects of novelty about the new university, namely the breadth of courses on offer and the emphasis on a regional context.

"It is not just a cross-binary move, the new university would very much be part of a region and work closely with the local population in the sphere of continuing education," he said.

He stressed that the proposed move was not a short-term response to financial difficulties. "It is something which cuts across several years and several governments. We are thinking about what type of institution would best serve the area in the 21st century."

The new university, described in the report as "one of the most exciting developments in higher education for

many years", would combine many of the complementary courses offered at present by the two institutions.

It stressed that it was "essential that the new university should have the style and dignity of other national universities, perceived by the local community, potential and existing students, employers, national agencies and the Government as embodying excellence in its teaching and research programmes."

A new royal charter and a private act of Parliament would be required to transfer the property, rights and liabilities of Keele and North Staffordshire to the new body.

On the key issue of funding, the report says that, as the new institution would have the full status of a university, its main source of funding should be through the UGC. It was essential that the level of funding available by that

route would not be less than the sum the two institutions would have been granted severally. That sum amounted to about £21.5 million in the last year.

Professor Fender said he was confident that the money would be forthcoming if the merger went ahead, although he admitted the "political will" had to be there. He also said the strength and status of the new university would put it in a better position to attract outside funds.

Campus trade unions remain sceptical about the merger plans, however. The National Association of Teachers in Further and Higher Education said it was "a very sad day for public sector education when an efficient polytechnic and the service it provides can be sacrificed for the sake of a university."

The National Association of Local Government Officials also opposed the report.

Information officer resigns in protest

Strathclyde University's information officer has resigned on the grounds that he is being prevented from carrying out his job.

Dr James Aitchison, who is to take up the post of senior lecturer in communications at Napier College in the New Year, said: "Until recently my main role was to promote and publicize the work of the various departments of the university, and some of the major developments in the university as a corporate organization. "But increasingly, obstacles have been placed in the way, so that at times it is impossible to tell the story."

Dr Norman Peacock, president of Strathclyde's Association of University Teachers, said it was unfortunate that Dr Aitchison felt he had to leave since he had done an excellent job.

But he added that there had been concern within the university over the obscenity surrounding certain university initiatives. In particular the proposed £12 million refurbishment of its main building.

Three months ago, Professor Robert Kenedi, retired professor of bioengineering at Strathclyde, had a one-year part-time appointment as external relations adviser to the principal extended, and has been placed in charge of the information office, publications and alumni relations.

Dr Peacock said it would be useful to have such coordination, but added that it was doubtful whether this could be achieved through a part-time appointment.

Professor Kenedi's post has not been formally announced to the press, but was publicized within the university earlier this month in a document entitled "A Letter from the Principal". Principal Dr Graham Hills said this would be a "randomly regular" form of communication within the university, and would not affect the university bulletin edited by Dr Aitchison.

The new public relations service headed by Professor Kenedi would generate an attitude of "benevolent awareness" in the media, and would also "assist the university community as a whole to develop effective communications between all sections and thereby to play an appropriate part in maintaining and enhancing creative attitudes to teaching, research consultancy and innovation."



A beached whale buried five years ago by scientists at Lancaster University has been disinterred so that its skeleton may be used for study purposes.

The set whale was washed up on the Lancashire coast and buried under the supervision of mammal expert Professor William Potts, who is now overseeing its reconstruction. Tissues from the whale before it was buried were examined by biochemists and the 22ft-long skeleton itself is said to have many interesting features for study.

Threat to Oxbridge colleges' graduate fees

Oxbridge colleges could lose several million pounds if they fail to justify how they spend the special fees they receive for each of their state-funded graduate students.

The research councils have written confidentially to the two universities asking the colleges for details of the services they provide to graduate students.

At present the universities are paid a standard annual tuition fee of £1,632 per student in line with all universities, which covers laboratory, library, and other costs. Colleges also receive some tuition-free payment of just over £1,000 per student.

Increasing financial pressure, have decided to review all current items of expenditure including postgraduate payments.

The Economic and Social Research Council first wrote last January to Oxford and Cambridge on behalf of the research councils raising the question of graduate fees. It did not receive a first reply satisfactory, and a second letter was sent in the summer, calling for a quick but fuller response. Any changes will be introduced next October.

The colleges are clearly feeling the heat. Sir David Phillips, chairman of the Advisory Board for the Research Councils, has made clear he, for one is

not convinced the college supplement leads to any scientific benefit, nor that it goes on student welfare or accommodation.

At Oxford there are 660 graduates supported by the research councils, earning the colleges a total of £750,000. Graduate-only colleges are particularly worried.

The British Academy, which supports a further 380 students at Oxford, says it will watch the outcome of this issue closely. Mr Peter Brown, the secretary, said if such fees were stopped there was bound to be a knock-on effect, although the Department of Education and Science would still retain the final say.

DON'S DIARY

MONDAY

At 8.45am in the department car park, I meet a colleague who tells me that we have our first withdrawal of the year from the post-graduate certificate in education course. "After five weeks she decided that there had to be something better than teaching," a cheerful note on which to begin this week's work.

I plunge into a two-hour workshop session on the topic of "grouping". Our prepared materials include a role-play with a head teacher arguing for the introduction of mixed-ability teaching; it seems to have a sense of the historic about it.

After a lunchtime supervision (which effectively disposes of any chance of lunch) I dash out to join a group of students who have gone by coach to a Bedfordshire school. Lost on the edge of the small town I ask a school crossing lady for directions; she is most helpful, but sends me five miles in the wrong direction to another school.

Shamed, as a geographer, I eventually find the right school. The head of humanities talks about the effect of industrial action. "The only people being affected here are the pupils themselves," he says, despairingly. "It's ruining everything we've tried to build up here. Why are we shooting ourselves in the foot?"

In the evening I meet a teacher from another school whom I have asked to come and speak to my geography students. "I can make it this Wednesday morning, because we'll be on strike then," she says disarmingly.

TUESDAY

At 9am I rendezvous with two American professors of education at the university's extra-mural headquarters, a beautiful Elizabethan country house. We discuss arrangements for a summer course. As we drive into Cambridge, one of them comments that teachers in their state are now firmly fixed on a contract and contact-hours system. No one would dream of supervising students, or running school tennis or clubs without an extra allowance. They do not like the system - and neither, from the sound of it, do I.

Our visitors attend the weekly staff workshop at which we all meet to discuss our jointly-taught PGCE course; this week we are considering new materials for a "situation" on gender and subject choice. The dean of education is impressed. "Highly task-oriented," he opines, as we leave. Then, much in the manner of Descartes, he suddenly and seriously asks a question, "What is a chair?" We lunch at King's, and both visitors gaze around inside and out and murmur "Wonderful, wonderful". I reflect that this visit, combined with their stay in the Elizabethan country-house is providing quite the wrong impression of our system.

WEDNESDAY

My nocturnal planning bears no fruits in a morning workshop on the use of maps in schools. I attempt to vary teaching style and learning activities in the way in which I hope that students will subsequently operate. The overall objective is to identify geography as a distinctive language in which every pupil needs to have competence.

The striking teacher duly arrives and enthusiastically sets up a project for students to work at in groups. She and I briefly consider the unlikely possibility of dredging up some money to finance out-of-pocket expenses for the teams.

In the early evening I go off to talk (no fee) to a local evening class, and then rush on to a dinner in the centre of town with two other American friends who have phoned to say that they are passing through.

They are staying overnight at the best hotel in the city - but then, neither of them are teachers. Eleanor was a teacher once, but then had the bright idea of starting a resource service in visual studies, selecting and reproducing contemporary material and selling it on a subscription basis. The idea has become a remarkable success in a few years and they now seek to extend their operations into Europe.

THURSDAY

I chase off to the south to speak to a group of public school masters. This is a late addition to my diary; a previously arranged talk at a conference in Norfolk has been cancelled because no maintained school teachers can get time off during the current dispute.

The group discuss GCSE and wonder if the training programmes will go ahead in the light of industrial action. They are courteously sympathetic to the plight and actions of their state-school counterparts, and acknowledge that in the independent sector the pay is comparably better.

Time for sherry, but no lunch, since I have to drive, Jehu-like, back to Cambridge for a meeting of the Council for Examination Development at the Local Examinations Syndicate. A lucid report on a promising Pupil Records of Achievement Scheme records one major hitch - it is almost impossible to get teacher co-operation in view of current circumstances.

I make a tiptoed early exit to drive straight to a village primary school governors meeting. These are usually very jolly and decorous late afternoon affairs, with compliments and laughter sprinkling the room. Today, for the first time, the head teacher's report includes a section on "The effects of industrial action".

FRIDAY

The morning workshop on social class does not go as well as it has done in other years. My co-leader and I hold an inquest afterwards. Perhaps we, as well as the students, are now impregnated with a weary cynicism born from the belief that, without resources, idealism is impracticable.

I use lunchtime to consult with a colleague about a book which we are editing together. He has just returned from sabbatical leave overseas and is attracted by the seemingly greater possibilities there. Descartes rides again: "If they were to offer me a chair..."

In the afternoon I interview students for a place on next year's PGCE course. The quality of applicants is, surprisingly, excellent. When confronted with the present problems of the profession, they all smile brightly and say that they believe they will pass away soon, and that "teaching is all I have ever wanted to do". Is this naïveté or a marvellous, discerning, youthful vision of the future, I ponder.

At 4.30, in the midst of the cycle-hordes which form the Cambridge rush-hour I make my way to the local DES office for a meeting with the divisional inspector and one of the county chief education officers. We are planning a simulation, a training exercise for school governors, concerned with FIM reports. I find myself wondering whether how to cope with unexpected teacher absence may not be a more pressing topic.

SATURDAY

Though I am not usually a pessimist, I find it to have been a depressing week. Since the sun is shining and there is a pleasant briskness in the air, I decide to go to a Saturday afternoon Football League match, hoping it may be full of what Priestley at Braddersford called "conflict and art".

In the first half-hour Burnley scored four times against a motionless home defence. The ground is sepulchral.

Are Cambridge United not sufficiently task-oriented? Should someone give the goalkeeper a chair? Is this some other kind of masochistic industrial action?

Rex Walford

The author is lecturer in the department of education at Cambridge University.

Colleges face shutdown

by Carolyn Dempster and David Jobbins

Eight Liverpool further education colleges face closure from Monday unless this week's plan to rescue the city from its financial crisis succeeds.

Up to 15,000 students will be hit by the closures - forced because the city council will not be able to meet bills for essential services such as fuel, power and consumable items.

But this week the city's polytechnic was declared an emergency service and members of the General Municipal and Boilermakers' Union agreed to keep it open on a voluntary basis - as long as neither academic nor administrative staff demand to be paid.

It seemed that this would prove unacceptable to the main teaching union, the National Association of Teachers in Further and Higher Education, which has nevertheless advised its members to continue working normally for the time being.

A rally of Nafthe members in the city was addressed this week by the union's general secretary, Mr Peter Dawson, who announced the union was establishing an advice service to help members on legal and financial matters arising from the crisis.

"Liverpool council leaders appear indifferent as to whether their workers are to be paid," Mr Dawson said.

"They have had the nerve to tell us that we are used to taking strike action so we will understand."

Mr David Robertson, chairman of the Nafthe co-ordinating committee for the polytechnic, said: "On the one hand staff are being offered a lifeline through working voluntarily but on the other the strings attached to it are that they should give up their trade union rights."

The National and Local Government Officers' Association throughout the city has decided against co-operating with emergency services and to stop work immediately salary payments cease.

Mr Peter Venn, Nafthe's regional official in the city, said: "We have not been formally advised of any proposals. We always carefully consider options which are put to us to keep the polytechnic open, but the association nationally never advises members to sign waiver clauses on any of their employment rights."

Polytechnic governors have decided to retain the retiring rector, Mr John McKenzie, on a consultancy basis until the end of June.

The job of acting rector is to go to Ms Mary Earl, currently assistant rector.

Closure of Liverpool's eight further education colleges is one of the contingency plans drawn up by the authority, the senior assistant chief director, Mr R. J. Keddy, confirmed. But much depended on critical unions and their readiness to open the colleges and continue working on a voluntary basis.

"The real fear of the Treasury is if they hit cash-flow problems, continue paying out bills for electricity, heating and water could have been cut off."

A document drawn up by Millbank College of Commerce principal, Roy Burgess outlined the acute problems the college was already experiencing because of a shortage of resources. Millbank is one of the largest of the colleges with some 400 students.

The other colleges which face possible closure are: Central Liverpool College of Further Education, the Childwall Hall College of Further Education, Colquhoun Technical and Nautical Catering College, Midland Technical College, East Liverpool Technical College, St. Swin Technical College and Swale College of Technology.

Too little concern for books

New minister for arts and libraries, Mr Richard Luce, has been castigated for his "apparent indifference" to the dramatic decline in public library book spending - evidence of which is contained in the National Book Committee's fourth annual review report.

The report, presented to the minister earlier this month, shows a steady reduction in expenditure in the five years of the Thatcher Government. In real terms, between 1978/79 and 1983/84 it dropped by 13.4 per cent in Scotland, 17.8 per cent in English metropolitan districts, 21.8 per cent in London boroughs and 25 per cent in English non-metropolitan counties. The next dramatic falls were 25.7 per cent in Welsh metropolitan districts, 31.9 per cent in Welsh counties and a staggering 39.8 per cent in Northern Ireland.

English counties in which reduction is most marked include East Sussex, Kent, Durham, Shropshire and Devon. Somerset, which experienced a drop of 33.3 per cent over the period, has had £100,000 taken out of its back fund for 1985/86, reveals the report.

Since 1979 the gross domestic product of the UK has risen by 5.6 per cent. In sharp contrast, per capita expenditure on library service books has fallen by 33.3 per cent in Northern Ireland and 39 per cent in London boroughs.

It is not enough for the minister to stand aside and exhort "self-help, self-improvement and self-survival," the book committee says. "We would like the minister, if he cannot improve the economic circumstances of library authorities in the short term, at least to monitor, through his office, the local effects on their services of the inexorable decline in book fund values."

Of the 165 library authorities in the UK, only 23 showed evidence of growth in real terms during the period under review, and of these three are now subject to rate capping. And although the decline in book spending has slowed over the past two years, it is extremely doubtful that expenditure will rise to 1978/79 levels in the foreseeable future.

The committee used the evidence of continuing decline to call on the minister to consider the need for a Public Libraries Act, which would relocate responsibility for the superintendence of the libraries with the government of the day rather than local authorities who have been forced to juggle their funds following government-imposed public spending cuts.

"Accepting all that the minister [previous arts minister Lord Gowrie] says in pursuing his duty to support the economic policies of the Government, parliament has given him a duty to superintend and promote the development of the public library services of the country."



An alternative to the girly pin-up calendar which aims to re-educate our images of women at work has been produced by the Action Community Arts Workshop with Women and Manual Trades. The photographs show women at work in manual and heavy industry jobs since the First World War. The calendar is available from ACAW, 1 Gunnersbury Lane, London W3 8BA price £3.20.

Lack of consultation angers Scottish academics

Academics have condemned the lack of consultation over university plans at both Aberdeen and St Andrews universities.

A general meeting of the Aberdeen Association of University Teachers unanimously passed a motion deploring "very limited" consultation over the university's response to the University Grants Committee.

Mr Allan Stewart, secretary of the Aberdeen AUT, said that despite the association asking for adequate consultation before the summer, they were sent one copy of the 150-page 16th draft of the university response only two days before the October senate meeting which approved it.

The principal, Professor George McNeil, told the UGC that Aberdeen would not produce a plan for departmental closures based on a hypothetical reduction in funding. It was impossible to identify any science faculty departments whose closure would be tolerable, he added, and neither the divinity, law nor medical faculties could be further reduced.

PNL chooses new director

Months of speculation over the directorship of North London Polytechnic ended this week with an invitation to Dr John Beishon to take the post permanently.

Dr Beishon was drafted in to run the polytechnic for a year after the resignation of Dr David MacDowall last December. He has succeeded in quelling the student unrest which marked the end of his predecessor's period in office.

The job was re-advertised when the polytechnic governors decided not to

THE TIMES

Demonstration of gullibility

It's good to hear that the grapevine of campus politics is working as efficiently as ever. At Southampton last week, students mobilized within hours when they heard of the imminent arrival of Sir Keith Joseph at the university to speak on higher education policy. Once placards and banners were in place, the media responded with equal, commendable speed in dispatching the usual flotilla of camera crews to cover the event.

And where there are cameras, police are bound to follow. All of which left the university authorities somewhat embarrassed as they tried to explain to the assembled hordes, by now more Hill Street Blues than sleepy southern campus, that the visit was nothing more than the figment of a remarkably proficient rumour-monger's imagination.

The police, they used the university's own communications office to check with the Home Office that they were not involved in an elaborate counter-plot.

When he does actually turn up, Sir Keith seems to get a better, or at least a more affectionate, class of heckler these days. Perhaps the desire to rectify the hostile reputation of student crowds explains the following touching exchange which took place at University College, London last week: Sir Keith (sorrowfully): "Politicians just want to be loved..." Heckler (passionately): "I love you!" Sir Keith (uncertainly): "Good."

Going public

They have obviously had enough of leaks in Leeds. Embarrassed by revelations concerning the polytechnic's fine art department, the local authority has made sure that the shortlist for the directorship will not slip out. They have issued a press release.

It takes all the fun out of it, but for the record, the lucky five are: Mr Alfred Morris (deputy director of South Bank Polytechnic), Mr Christopher Price (the fellow pro assistant director), Mr Peter Toyne (deputy rector at North East London Polytechnic), Mr Lesley Wagner (deputy secretary of the National Advisory Body) and Mr Gordon Wright (senior assistant director at Leeds). The council even adds that further details - the names of the unsuccessful candidates perhaps? - can be obtained from the chairman of the education committee.

Lord Flowers, new vice chancellor of London University, remains unbowed in his search for Jarrett-type economies. One of his first acts was to change the university over from foolscap to A4 paper. Senate House alone spends some £75,000 a year on paper but it is not just an economy measure. As he explained to THE TIMES, "You need special files for foolscap, and it doesn't fit into briefcases."

The mow the merrier...

Glasgow university students do not believe in letting the grass grow under their feet. Less than a year since its foundation, the university's Grass Cuttings Society has become the second most popular student group after the Labour Club.

"We're way ahead of the Conservative Association and the Christian Union," said vice president Mr Mick Gall.

The society, founded after Mr Gall recounted a tale of the metamorphosis of ordinary grass cuttings into alcohol, aims to promote social interaction between students while standing on grass cuttings, or, at the very least, a green floor. Committee meetings are conducted round a sacred piece of Astro-turf.

Call for UGC publicity office

by Peter Aspdin

University information officers have called on the University Grants Committee to set up a public relations office to explain the thinking behind its decisions and policies.

The Standing Conference of University Information Officers has made its appeal in a written submission to the Crounham committee appointed by the Government to look into the role and functions of the UGC.

It has made clear in its evidence that, although the UGC is responsible for the distribution of more than £1 billion of public money every year, there is no one within the committee's secretariat designated to explain or justify the

expenditure and distribution of the money, or the policy thinking behind it.

The SCUIO statement claims it is no longer tenable or appropriate for the UGC to refuse setting up an information office to provide on-the-record comment on various policy issues.

"It is recognized that the chairman has recently begun to speak on the record, a development which SCUIO welcomes. The chairman, however, may not always be available to provide information or comment when required to do so by the press, media or others," it says.

A UGC information officer could also provide follow-ups to the press after the publication of major documents, such as the committee's strategy advice to the Government.

The evidence to the Crounham committee stresses that although the independence of the UGC was much admired in other countries, the publicity associated with events surrounding and since the July 1981 cuts showed "much public misconception of its role and functions. The existence of a professional information officer within the UGC might have corrected many of those misconceptions."

A good example to follow was that of the near-equivalent committee in the Netherlands which, when faced with similar circumstances to those of 1981, took professional advice on how best to handle the public relations aspects of its decisions.

Be told vice chancellors at their residential conference in Leicester that they needed to sell their virtues more effectively to convince the public of their worth and win the battle for more funds.

Now the CVCP faces an extra few weeks of uncertainty as it tries to persuade universities to contribute

the additional levy for the new appointment. Some universities - particularly those which already lay great importance on their own public relations - are known to be highly cynical as to the effectiveness of a centralized campaign on behalf of all institutions.

But the chairman of the CVCP public relations committee, Professor Michael Thompson, vice-chancellor of East Anglia, said it was important at the present time to appoint someone who would speak on behalf of the whole university system.

V-Cs hope to improve universities' image

Vice chancellors have approved in principle the appointment of a £25,000-a-year public relations supremo to set about improving the image of universities.

They have decided to appoint someone on to the staff of the Committee of Vice Chancellors and Principals for a three-year trial period, which will mean asking universities for extra money to pay for the post.

The total budget allowed for the new move is understood to be close to £500,000 over the three years.

The vice chancellors hope the

appointment will help boost the low public profile of universities, a theme which has recently preoccupied Sir Keith Joseph, Secretary of State for Education and Science.

He told vice chancellors at their residential conference in Leicester that they needed to sell their virtues more effectively to convince the public of their worth and win the battle for more funds.

Now the CVCP faces an extra few weeks of uncertainty as it tries to persuade universities to contribute

Disquiet over certificate

The new national certificate for the Government's 16-plus action plan risks becoming a second-class certificate, "The Scottish CSE". This warning comes from the Scottish Further and Higher Education Association in a paper approved by its annual conference last weekend.

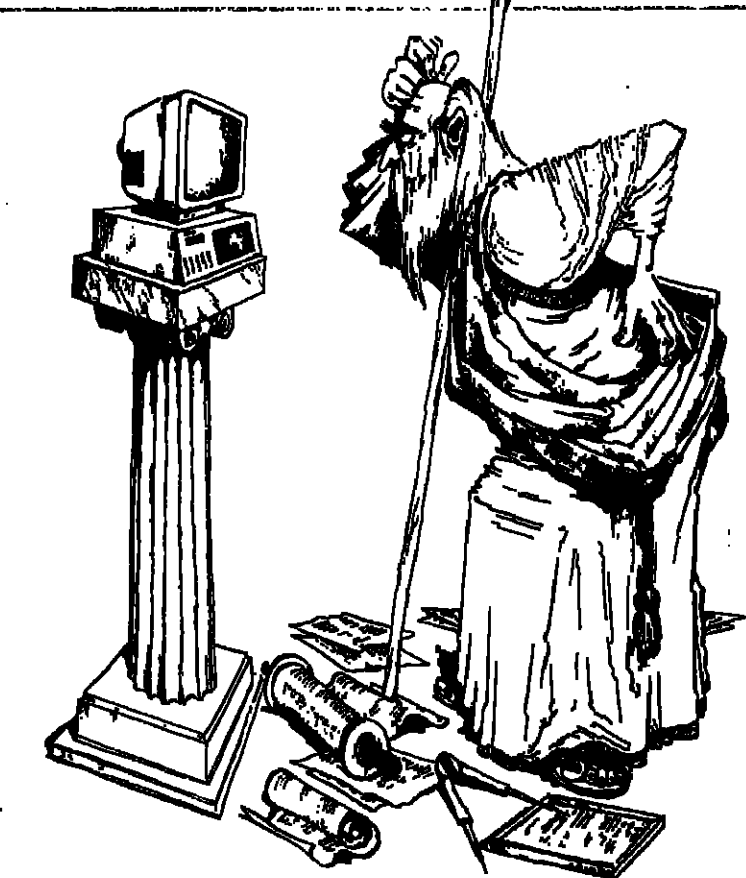
The paper says few people outside the Scottish Education Department are happy about the certificate, which lists all the units of study which a student has completed.

"A single certificate of unknown currency and immensely complex to understand, requiring a huge new bureaucracy to administer and the complete reorganization of college registration procedures, will replace an elaborate structure of widely recognized and quite specific certificates which enjoyed a respect and currency probably out of proportion to their validity," says the paper.

The SFHEA claims that the action plan was imposed by the SED without dialogue, and has meant an "almost total loss of control of further education by the profession, and the consolidation of power in the hands of civil servants".

● A five strong delegation leaves next week for a two-week visit to China to publicize the action plan. They will take two action plan modules translated into Chinese: one on computer studies, the other on pig farming.

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Cadbury attacks process of attrition

by Mark Jackson

The Green Paper plan to cut university places to match the decline in the number of 18-year-olds threatens disastrous consequences for industry, the CBI has warned this week.

Sir Adrian Cadbury, chairman of Cadbury-Schweppes and chancellor of Aston, told the annual conference in Harrogate that the only way of offsetting the forecast fall in the age group by the 1990s was to do a better job of educating the remainder.

"The key statistic is that on present plans, 14 per cent fewer graduates will be open to offers from your companies by the 1990s," he told the delegates.

All the papers before the conference, he said, pointed to the need to step up education investment to compete for markets with countries educating a much higher proportion of their population to degree standard. "We have to do the very best we can for the two thirds of whom our companies will be relying into the next century," Sir Adrian said. "To compete in business we must compete in higher education."

He welcomed the general view of higher education in the Green Paper "although I find it astonishing that the Government gives no indication of what it thinks education should be for." He told the conference that the reduction in real income this and the next two years would be greater in

CONFERENCE REPORT

practice than the 2 per cent assumed by the Green Paper because higher education costs would rise faster than average costs, and because places for engineers and scientists cost two and three times as much respectively as arts places.

"The drop in the number of 18-year-olds, he pointed out, would not mean an equivalent drop in the demand for higher education because the decline would be least in precisely those social groups making the use of higher education, and also because of the steadily increasing demand from women.

"What we are offering to the universities in the Green Paper is a period of steady decline. There is no case for cutting by such a process of attrition which is bad both for morale and for efficiency. We know from our own experience that this is not the way to manage change."

Mr Donald Stradling, of John Laing, the civil engineering firm, said there was still evidence of a mismatch between student outputs and the needs of the economy. He said that there were still more than 8,500 sociology students in the universities and polytechnics.

End of pay round 'now in sight'

A new and crucial phase for the national negotiating machinery for college lecturers' conditions of service began next week as local authority employers and union leaders finalize the 1985 salary agreement.

The final act in the 1985 pay round will be ratification by both sides of a joint report which sets an agenda for negotiations on structural reforms and acknowledges the need to find ways of making the further education service more efficient.

One obstacle to the ratification which will trigger off a further 2 per cent pay rise for lecturers on top of 5 per cent backdated to April 1, was removed earlier this month when the national council of the National Association of Teachers in Further and Higher Education voted to endorse it.

But the victory for the union leadership was only narrowly won. A move to seek the views of branches and regions before endorsing the report was defeated by only 13 votes in the 120-strong council.

Now union leaders are looking to the national joint committee to provide the forum for detailed negotiations which will follow next week's ratification.

Certainly employers' leaders are looking to early results from the negotiations which will centre on ironing out structural anomalies, replacing the grading of courses system and seeking parity for part-timers.

A target date of September 1986 is set in the document but they hope for progress by next spring to ensure that the additional costs of this year's deal can be partially offset.

But an employers' official made clear: "This should not be read as saying that we are now looking for something which could be seen by further education teachers as punitive."

Leaders of university white collar workers have called for a one-hour stoppage on December 5 in support of their pay claim.

Representatives of Scotland's five tertiary unions have called for a new pay offer after unanimously rejecting an offer of 5.6 per cent backdated from April, with an additional 1.4 per cent from January.



Street theatre: a new variation on the demonstration theme by London architecture students stars Sir Keith Joseph, Mrs Thatcher and two faceless bureaucrats.

Two polys recommended for architecture axe

by John O'Leary

Two polytechnic schools of architecture were recommended for closure at this week's meeting of the board of the National Advisory Body. But proposals for a third closure were turned down.

Several hundred architecture students demonstrated outside the meeting and went on to occupy the headquarters of the Royal Institute of British Architects, which last week postponed a final recommendation on the closures until next March. Both the NAB and the University Grants Committee will confirm their decisions within a fortnight.

The NAB board accepted the recommendations of a transitory working party that the schools of architecture at Huddersfield and North East London polytechnics should close. Of the two, there was more support for saving the Huddersfield school, but both votes were said to be clear-cut.

However, the board rejected the working party's proposal that the Inner London Education Authority should reduce its complement of schools from four to three. It was said that the proposal had been based on evidence in the ILEA's own review of higher education, but the authority now argued strongly in favour of retaining all four schools.

The overall reduction in students attending polytechnic and college schools of architecture was accepted by the board, placing the onus on UGC to accept its share even if it decides not to close the school at Queen's University, Belfast. Sir James Swinerton-Dyer, chairman of the UGC, told the NAB board he doubted that the Queen's closure would be approved and that another university school might have to close instead.

The debate on the polytechnic closures lasted for two hours and was interrupted when the NAB committee meets on December 2. The National Association of Teachers in Further and Higher Education has signalled its intention to continue its campaign to keep open both schools. Both meet the student recruitment criteria laid down by the working party and have been granted fresh accreditation by the RIBA this year.

At the RIBA council meeting last week, opposition to the closure of Queen's was confirmed, but a report by the institute's education committee, accepting the other recommendations of the working party, was referred back. A motion reaffirming the RIBA's support for a 30 per cent cut in intakes to schools of architecture nationally was confirmed by only five votes.

Job losses put adult teaching at risk

The loss of key academic posts at Hull and Leeds adult education departments is placing their teaching programmes at risk.

Both university departments have been squeezed by the grant cuts and by the first phase reduction just announced in the Department of Education and Science support grant to responsible bodies.

Hull University department of adult education is treated the same as any other department within the university and as such has had to bear its share of

the earlier cut in the University Grants Committee grant.

In addition, it has just suffered a maximum 10 per cent cut in its DES grant and 19 per cent of the staff have gone.

"We have lost good members of staff that we cannot afford to replace and in fine art we now have no staff member to cover," said Dr Gwynn Harries-Jenkins, the director.

"Much more worrying is the downward spiral over the next few years because we will not be able to increase

effective student hours with few staff. Meanwhile the grant is determined on that basis and we will sink lower."

Hull, like Leeds, has concentrated its programme on longer courses, teaching by full-time staff and working class adult education. It has asked for a weighting increase to take account of this.

Leeds adult education department has a number of key posts on short-term contracts which stand to be lost altogether under its DES grant cut.

al representative bodies like the Committee of Vice Chancellors and Principals, have campaigned vigorously against the government's policy for higher education. The campaigns, however, carefully phrased, "could reasonably be regarded as likely to affect support for a political party."

The Government justifies the powers in their bill by calling in all the Widdicombe Report on the conduct of local government business. But the Bill goes much wider than even Widdicombe recommended, and without any of the safeguards he proposed. It is at this point that the Government's case as presented wholly breaks down, and its real motives are laid bare. This is a government which has truly said to understand or acknowledge that democracy is about securing rights to those with whom one profoundly disagrees, not with whom one agrees in any event.

Jack Straw

The author is Labour MP for Blackburn

'Privilege' claim stuns UCL students

by Peter Aspdon

Higher education should not be regarded as a right to be enjoyed by the whole population, the Secretary of State for Education, Sir Keith Joseph, told a group of London students.

He said that in a society where higher education was paid for by taxpayers, such an education should be seen as a privilege to be earned by qualifications, and a demonstration of maturity and motivation.

"I hear a great deal about the investment in higher education, but it doesn't follow that the more people who go through higher education, the more prosperous and civilized that society becomes," he told students at University College London.

"Many of the most dramatic social advances and perceptions in science and understanding have come from people who did not benefit from a higher education. It is a necessary but not sufficient condition of a civilized and prosperous society."

Sir Keith also warned that the investment in higher education, but it doesn't follow that the more people who go through higher education, the more prosperous and civilized that society becomes."

He praised the UCL students for

giving him a "scrupulously fair" hearing, which he would make sure of bringing to the attention of the Cabinet to offset the negative publicity of recent campus demonstrations elsewhere.

About 100 protesters gathered outside the hall in London to demonstrate their opposition to the Government's education policy, but once inside the hall, Sir Keith was only mildly heckled. The provost of UCL, Sir James Lighthill, told Sir Keith that he had been "horried" to discover the results of the Government's annual 2 per cent reduction in funding in terms of the damage caused to departments, which earned him a rapturous ovation from the students.

Sir Keith said he objected to being regarded as a "barbarian" for proposing a shift of resources from the arts and humanities to science, engineering and technology. "The charge of which I am really guilty is of being slightly socialist, in seeking to protect the job market by the use of manpower planning," he told a stunned audience.

The Secretary of State said the Government had not produced a paper on student financial support because its proposed "centrepiece", the introduction of partial loans, had been defeated in Cabinet.

Liberals condemn arts limit as 'crude coercion'

by David Jobbins

Ministers were this week accused of a "crude" attempt to coerce would-be arts and social science students into science and technology courses.

In its response to the Government's Green Paper on higher education, the Liberal Party attacked plans to place artificial limits on the numbers of arts places so that students denied an arts place at university will instead take up the empty science places in polytechnics.

This approach to subject choice, a clear implication of the Green Paper, is "extraordinary," the Liberals say. "It is typical of the Government's simplistic thinking and is prejudiced and dismissive of the presence and quality of arts courses in the public sector."

It warns that there is no point in increasing science places which "frustrated arts students" are neither qualified for or desirous of filling, and is

scathing of the refusal to provide money for conversion courses or to cover the higher costs of science and technology courses.

"The Government apparently does

not care whether standards need to be lowered to fill these science places, although arts courses must be 'rigorous', 'subject to rationalization', and

highly competitive."

"This crude and ineffective attempt to coerce is no way to tackle the complex matter of subject choice."

The party believes that the basis for qualified admission to science courses can only be established at school level, and that it should not be at the expense of the humanities. It suggests that the boost to scientific and technological competence would be accomplished better through providing more computer facilities for arts students than through a coercive switch which retained the rigid distinctions between arts and science.

The response, compiled by the party's education panel, says that growing skill shortages will not be solved by lecturing higher education on the right attitudes to adopt.

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Mr Clement Freud, the party's



When the soft target fights back

The Prime Minister gave the Association of University Teachers a written assurance in 1983 that there would be a period of level funding for universities after the election. I'm not sure that all my colleagues believed that assurance. Time has proved such scepticism to be well-founded. The Government has continued to erode university funding. The autumn statement confirms that the cuts are on course: 1.5 per cent or £20 million on 1986/87. And still hanging over our heads - the Danuques sword of the UGC promising selectivity and 2 per cent cuts per annum.

The comments after the Lawson statement from the chairman of the University Grants Committee suggest that his sword may now be swung with much less enthusiasm.

The Committee of Vice-Chancellors and Principals had hoped to invoke the "spirit of Leicester" but evidently the Star Chamber and the Treasury were having none of that. Despite the case made by both the CVCP and the AUT on recruitment and morale problems, and despite the trenchant case made by the Advisory Board for the Research Councils on the "brain drain", Sir Keith appears to have failed. The ABRC paper was published significantly the day before the Lawson statement. The ABRC is concerned about losses overseas "not only of the most talented students and postdoctoral research workers but also of outstanding senior scientists".

The CVCP, under pressure, has begun to fight back on funding. But its members have failed their staff on salaries. They blocked the submission through our salary machinery of the joint report on salary erosion. They have refused to negotiate to improve their 1985 4 per cent offer.

They are no doubt deeply worried about the financial crisis staring them in the face. It is a concern shared by all groups in the universities and polytechnics. The Government's demand that higher education should play a greater part in the economic and social recovery of the country seems more remote than ever.

It is clear that the Government, the UGC and the CVCP see academic and related staff as a soft target. Staff are underpaid, work facilities deteriorate, the contribution made by universities is undervalued. The cuts of funding have provided the excuse for a tax on research and academic freedom, for research selectivity, rationalization and Jarrett style corporate management. The Government believes obviously that university staff will not protest beyond the odd grumble.

Higher Education Week will be an opportunity for all involved to make their feelings known to their local communities, MPs and to the public generally. In the AUT's critique of the Green Paper, *A Recipe for National Decline*, we call for the restoration of level funding; the provision of decent research facilities; improved planned access for students; the development of continuing education and a committee of inquiry into university salary levels. We intend to analyse MPs' responses carefully. Following Higher Education Week, members will be voting in the first ever national ballot for demonstrative industrial action. I hope we will now see Sir Peter Swanton-Dyer with me on the picket line.

Diana Warwick

The author is general secretary of the Association of University Teachers.

Outsiders take floor as Glasgow drops NUS

by Olga Wojtas
Scottish Correspondent

There was an unhappy topicality for the National Union of Students (Scotland) in its council's motion on disaffiliated institutions.

Only two days before the annual council in Kirkcaldy, Glasgow University students decisively rejected affiliating to the union by 3,747 votes to 1,740.

A referendum earlier in the week, was invalidated when two masked raiders snatched a ballot box containing almost half the 3,000 votes cast.

Mr Alan Smith, NUS Scottish president, admitting disappointment at the result, said he believed students had opposed joining the union because of the £38,000 affiliation cost.

The council motion stated that a small number of Scottish education institutions were still outside NUS, but delegates stressed that these represented a large number of students, since they include five of Scotland's eight universities.

The motion said that non-affiliated institutions should receive no staff servicing or back-up from NUS, and would be charged for publications and conference attendance. They should be encouraged to involve themselves in NUS campaigns, but would be asked to pay the full cost of publicity materials. Non-affiliates should be contacted only if this were to the union's advantage, it continued.

But Mr George Black, president of Paisley College of Technology's students' association, criticized the motion as contradictory.

"In some parts it's saying we should talk, in other parts it's saying we should not," he said. "We want definite guidelines, a clear policy that will bring these people in. It's a slap in the teeth for them to say we're not interested in them because

their university doesn't pay us the money."

Scottish executive member Mr Gordon Archer said there had to be a fine balance in links with disaffiliated institutions. The NUS had to present an attractive image, but could not give away free material or there would be no reason for affiliated institutions to stay in membership.

The motion was overwhelmingly carried, and was followed immediately by unanimous support for the Scottish executive to coordinate a campaign by Scotland's five law schools, only two of which are in affiliated universities.

The motion called for an end to the newly introduced quotas for entry to the diploma in legal practice, a prerequisite for intending lawyers, and urged the Scottish executive to take up the issue with the Scottish Education Department and the Law Society of Scotland.

The motion added that it was "deplorable" that grant allocation would be decided on academic merit. A quota system was unfair given that students had already completed a law degree.

The council also passes a motion criticizing the 185 special equipment allowance for medical students as "grossly inadequate". The allowance should be annual and should cover students' actual expenditure, with "no arbitrary upper limit".

Scottish NUS is now poised to do battle with its Welsh counterpart at the union's national conference, after passing a motion calling for a second subnational officer. The final decision lies with the national conference, and it is expected that if funding for a full time post is available, it will go to Wales, which has a staff of three, rather than Scotland, with its staff of seven.



Mr Barry Sheerman, shadow education spokesman, added his name to the petition collected by the Open University Students Association against the cut in the university's grant.

Giving a helping hand is Alex, son of students Caroline and Stuart Wilson, while looking on are OUSA vice-president (education) Will Butler and fellow student Marion Horton.

Cash harvest for crop breeders

by Jon Turney
Science Correspondent

Ministers are vetting plans to privatize large parts of the research programme of the Plant Breeding Institute in Cambridge, the country's leading centre for genetic engineering of crops, the Agricultural and Food Research Council confirmed last week.

AFRC officials say up to 40 per cent of the institute's work may be funded by companies, to the tune of £1.4 million, under plans to increase the council's income from industry.

Introducing the council's annual report for 1984/85, the new AFRC secretary, Professor John Jinks, said the council wanted to raise its industrial income from £2.5 million in 1984/85 to £7 million by 1988/89. This would help make good some of the cuts recently imposed by both the Department of Education and Science and the Ministry of Agriculture.

The council has appointed Mr Scott Lawrie, its former head of finance, to run a new commercial policy unit. Much of the unit's work will focus on work in biotechnology and genetic engineering. The Agricultural

Genetics Company, set up in Cambridge with backing from the British Technology Group and private companies already has more than £1 million worth of research placed in AFRC institutes.

Professor Jinks said a further new initiative setting up a programme of pre-competitive research in biotechnology, bringing together companies, the Department of Trade and Industry and universities, should soon bring in another £1 million a year. Other similar schemes would follow.

The council is also working to expand industrial support at its National Institute of Agricultural Engineering in Bedfordshire, currently running at £850,000 a year, or around 20 per cent of the institute's budget.

There may also be hope for extra cash for the council in plans for new Government powers to levy farmers. The legislative programme outlined in last week's Queen's speech included an Agriculture Bill providing for powers to impose a levy on the industry to help pay for research. The Ministry of Agriculture and the National Farmers Union are discussing how farmers would react to such a move, and the AFRC plans a conference next year on farmer-funding of agricultural research.

New equality policy plea

A proposal to introduce a new policy on sex equality in adult education has been drafted by a women's group established earlier this year to advise the National Institute for Adult and Continuing Education.

Having uncovered a "manifest imbalance" in representation on many of the institute's own committees, the group now wants a commitment from the institute to work towards the elimination of sexual practices, both in the adult education service generally, and within its own structures.

Women constitute both an overall majority of students in adult education and a large number of tutors - but mostly on a part-time basis and rarely at senior levels.

The group recommends the creation of a new women's education subcommittee at the institute to encourage greater awareness of sex equality throughout adult education and to monitor progress.

"Passive support for equal opportunities is not enough; positive and vigorous strategies are needed to combat the fundamental inequalities on which our society is based," says the report.

Hull hires EEC consultant to boost research funds

by Peter Aspdon

Hull University is to appoint an external consultant, well-versed in the "ramifications of Brussels bureaucracy", to advise academics on how to attract more funds from the European Economic Community.

They are appointing Mr Michael Lloyd, a partner in a consultancy firm, to meet lecturers in the coming months to discuss the potential for getting more EEC money to support their research and other projects.

A university officer said it was desirable for as many disciplines within the university as possible to discuss their future plans with Mr Lloyd to see if they would qualify for any Common Market grants.

"It has become clear that some universities are attracting proportionately very much larger sums of money from the EEC than Hull. We have decided to bring in an outside consultant who can help improve our effectiveness," she said.

"Some staff of the university have been conspicuously successful in attracting EEC financial support for their work. However, most will have found the delays in obtaining the correct information so frustrating that they have given up the search. Still others may be totally unaware of the opportunities available to them."

Under the arrangements for responsible body status, the Department of Education and Science pays a large percentage of staffing and associated costs.

Eventually York will need to apply to the DES for grant aid, but no timetable for the establishment of a new extramural department has been set.

AUT takes battle to the tribunals

Union leaders have declared legal war on the universities over employment conditions for contract research staff.

The Association of University Teachers is taking three universities to industrial tribunals on differing legal issues already and deputy general secretary, Mr John Akker, told the annual meeting of the union's contract research staff: "We will take any industrial tribunal case for the purpose of harriving universities on the ground of research contract conditions."

"The AUT will take an increasing number of industrial tribunal cases until the universities recognize their responsibilities."

At Cambridge the union is alleging sex discrimination against both the university and the University Grants Committee over the operation of the upper age limit of 35 for junior posts.

At Newcastle it is demanding the right to consultation over the termination of contracts.

At Leeds it has taken up the case of a member employed on a series of contracts who has been told his employment has been terminated.

Despite its successes in the campaign against waiver clauses - under which staff are required to sign away important employment protection rights - the union believes it is only beginning to right the injustices suffered by contract researchers.

It has already raised the issue of waiver clauses through the TUC and Mr Akker told the meeting that through this channel the Labour Party was being pressed to legislate specifically on the problems faced by research staff.

It had also called on the TUC to convene a meeting with other trade unions similarly facing the growth of temporary contracts so that information may be pooled and guidance for individuals produced.

Delegates to the meeting were incensed that funding bodies such as the Science and Engineering Research Council and the Natural Environment Research Council had refused to discuss the issues with the AUT and that vice chancellors were still holding out against national negotiations on conditions of service.

overseas news

Enter the information age

from William Norris

WASHINGTON

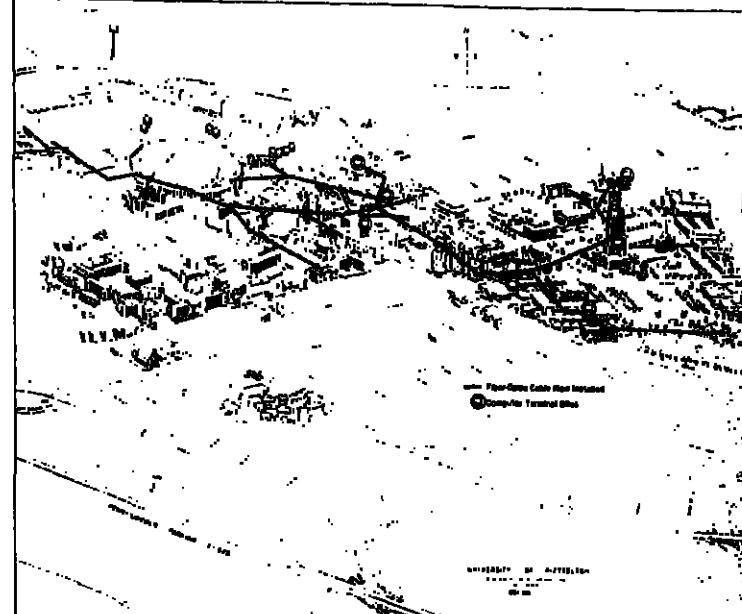
The campus of the future has arrived. The University of Pittsburgh, which is shortly to celebrate its bicentennial, has just become the first university in the world with an operating integrated three-tiered information system based on optic fibre technology.

The system, which has taken less than two years from inception to operation, uses 350 miles of optic fibre cable to link the entire campus with simultaneous telephone, computer and video facilities. It was installed by the American telephone giant, ATT, which is using it as a showcase for similar operations of \$40 million.

Pittsburgh's president, Wesley W. Posvar, is delighted with his new toy, though he confesses shyly that as a political scientist his technicalities are beyond him. They are also beyond about half of the 2,000 faculty members who will have to use the system, and ATT has set up a training centre on campus which is expected to be kept pretty busy for the next few months.

"The implications are vast," Dr Posvar said. "We shall be developing new scientific and technological knowledge, transmitting it to our students, and demonstrating its applications to other potential educational and corporate users. We shall become a focal point of the information age."

Communications systems which combine voice and data transmission are nothing new. What makes the Pittsburgh system unique is the inclusion of video. In the classroom, a professor will be able to call up - via a central switching device - existing video resources, specially-created videotapes, or live remote broadcasts. He will also be able to tape a lecture and store it automatically at the university's video centre for later play-



A map showing the new network at Pittsburgh

back by students.

Initially the video system is confined to 21 classrooms, lecture halls and seminar suites. Within a few years it will be extended to 120 classrooms, and three of Pittsburgh's regional campuses will be tied into the operation. Video information kiosks will be set up at convenient sites where students, faculty and visitors can call up a calendar of university activities, maps of the campus, or hand-drawn access guides. They will even be able to take an "armchair tour" of the 85-acre site.

Other possibilities include campus-wide electronic mail, video bulletin boards, and access to automated card catalogues in the university's 18 libraries.

The computer communications link, which will include the new Cray super-

computer when it comes into operation next year, will permit students at any terminal on campus to access not only any of Pittsburgh's computers, but many others throughout the world. With authorization, they will also be able to get into the system by telephone from anywhere.

Dr Posvar, a former test pilot, seems slightly bemused by the electronic gadgetry now at his fingertips. He uses the word "software" with distaste, and has a healthy contempt for the technical jargon which has accompanied the system like a bag of spare parts. The trouble with the information age, Dr Posvar confides, is finding the brain capacity to absorb the outpourings of the machines. On the campus of the future, that sounds suspiciously like heresy.

French want less emphasis on maths as criterion

from David Dickson

PARIS

The French government has ordered a significant reduction in the emphasis placed by its educational system on the teaching and learning of mathematics, and in particular in the use of mathematical ability as the principal criterion for the selection of students by many higher education institutions.

In contrast, it is seeking to raise the status of other subjects - in particular the natural sciences, economics and the humanities - arguing that success in these can be just as demanding, and thus as important in equipping students for professional careers.

The shift in emphasis away from mathematics is the main characteristic of plans for a new structure for the *baccalauréat* - the examination taken by French students in the last year of secondary school - which was announced in Paris last week by the minister for national education, M. Jean-Pierre Chevènement.

The plans are the final element in a complete revision of the French school curriculum which have been introduced by M. Chevènement since he took over the education portfolio last summer. The overall revision has had two main objectives: to improve academic standards at all levels of the

educational system, and to bring the subjects more in line with the skills and knowledge that students are likely to need later on.

Thus, although M. Chevènement makes no apologies for his belief in elitism in education, he has also criticized the excessive influence on the secondary schools curriculum of the prestigious *grandes écoles* - particularly the strong emphasis placed on performance in mathematics.

Under the present system, both schools and parents tend to react to this influence by pushing the brightest students towards mathematics and physics, the subjects covered by the so-called *baccalauréat C*. Success in this examination is generally held to offer the best chance of obtaining a place either in a *grande école* - itself a virtual guarantee of a well-paid career either in government service or private industry - or on one of the more prestigious university courses.

The curriculum changes have, in general, been welcomed both by teaching and parents' organizations. The Association of Christian Parents, for example, issued a statement supporting the government's plans, and in particular its proposal to reduce the "excessive weight" currently given to mathematics.

Finns show contempt

from Donald Fields

HELSINKI

Results of student elections in Finland have demonstrated forcibly the disenchantment of the younger generation with party politics.

In a 36 per cent turnout - somewhat higher than last time - independent candidates extended their hold over most of the councils elected to represent students in the country's 18 universities over the next two years. On the whole, the only party to succeed was the Conservatives - significantly in opposition in Finland's parliament since 1966. The partners of the prevailing centre-left coalition government lost ground.

The upsurge of the left which followed the 1968 student revolution in western Europe, and was marked in Finland's case by peculiar flirtations with Stalinism, appears now to be ancient history. As the Communist Party splits, both its warring factions have vanished from many student bodies.

Some of the flourishing independent candidates are Greens, two of whose candidates were elected in 1982/83 to Finland's 200-strong parliament but preferred not to condescend into a party. Others appeal to students in particular faculties or pursuing select hobbies.

Space centre will help to combat drought

by Thomas Land

An advanced meteorological and space communications centre for high-level manpower training, research and analysis is about to be established in Africa. The project, promoted by the United Nations, springs from a regional plan of action to combat the impact of drought and desert across that hungry continent.

Sensitive new remote sensing technologies now available for use by space satellites offer the possibility of early warning of desertification in drought-prone regions such as the Sahel.

The location of the new institution is still subject to agreement - but it is widely expected to be established in two components in Harare and Nairobi. There are already several other communication techniques provide the first possibility of continuous monitoring of drought-prone environments. This could prove important in improving man's understanding of the desertification process and ultimately lead to the establishment of a special surveillance and early warning system during critical drought years.

Hence the importance of the new African meteorological training and research centre in the context of the UN regional programme to combat the impact of drought. Among the main functions of the centre will be the assembly of past and present meteorological and hydrological data gathered throughout the continent and the analysis of drought and desertification trends.

The WMO has built up a network of 16 institutions worldwide to provide specialist training largely for the poor countries. Since the 1960s, these centres have produced more than 8,000 graduates in electronics and space communications, meteorology and hydrology. In addition to basic training courses, the centres frequently organize international seminars, workshops and conferences. The subjects of such workshops recently included numerical models for computers on limited power and operational applications of agrometeorology in semi-arid zones.

Technology to the rescue

by David Keys

The University of Perugia in central Italy is planning to use the latest computer technology to decipher a lost Etruscan language.

Using methods similar to those used by secret service code crackers the university aims to decipher the ancient language of the Etruscans - the civilization which dominated central Italy before the rise of Rome.

The university's department of etymology aims to launch the project early next year - with help from the University of New York and Tubingen University near Stuttgart.

Any decipherment of the Etruscan language could have important implications for the origins of many modern languages - including English.

Higher education institutions in America and elsewhere have met with success in using computers to decipher a large part of the lost language of the ancient Mayas of Mexico.

But computer attempts to crack "old world" lost languages have all failed - and the Perugia University project is

likely to be the first computer operation to achieve success in this sphere - because its database will be of immense size.

The project will last at least four years and will involve the use of up to three computers. With help from New York, Tubingen and elsewhere, the Perugia team will gather together the words found on over 20,000 Etruscan inscriptions and other texts.

This will enable the Italian university to feed into the computer database 100,000 Etruscan words - 80 per cent of which are not understood and need to be deciphered. The project could have important implications for the way modern scholars view the origins of many Indo-European languages - including Italian and English.

Although Etruscan is thought to have been a pre-Indo-European language, it had a considerable influence on Latin - a mainly Indo-European language - and via Latin it therefore had an indirect influence on many modern European and other languages.

In search of learning in the community called Indonesia

by Richard Yelland

Approaching Borobudur in the early morning, while the coach-park is still empty, the souvenir stalls setting up, and the sun not yet to be

modest, one can appreciate the majesty of this 1,100-year-old Buddhist temple. From its upper terraces stone-faced Buddhas gaze out on the volcanoes surrounding the natural mountain, recently restored by Unesco and the Indonesian government.

Borobudur, in Central Java, is a showpiece, a magnificent one. Throughout Indonesia, it is brought face to face with the more mundane edifices in which man worships his God. One's denomination is a frequent topic of conversation, for the first of the five principles of Pancasila - which are the backbone of

Indonesian social and political life, is belief in God, irrespective of the particular creed to which the believer adheres.

Pancasila provides the moral basis for Indonesian education, an important part of developing national unity. Nominally there are six years of primary education; three of junior secondary, and three of senior secondary; the school population in 1984 was estimated at 36 million.

The state motto is "Bhinneka Tunggal Ika" - "We are many but we are one" or "Unity in diversity". Underlying everything is the sense of community. The term *adab* education is not used here, but "Pembas", short for "pendidikan masyarakat" or community education, is non-formal education for whoever needs it,

young or old. Like many other aspects of life it is organized at the local level.

Travelling through some of the islands one sees the signs: the Pancasila are posted at the village gate and broadcast on television. The red-and-white of the national flag was displayed outside almost every house on the anniversary of Independence. There is the language: *Bahasa Indonesia*. This was a regional dialect, the first language of a small minority, chosen in 1927 to be the future national language; now it is taught in every school, it offers the first year of mother-tongue teaching; and is spoken throughout the archipelago.

Yet the casual observer could be forgiven for thinking that English is the national language, as a chorus of "Hello Mister" greets him on the

street. Students will candidly say that they wish to practise on you, and proceed to do so.

The young know why they are learning: to get work. One East Javan told me how his rudimentary English had got him a job on Bali in a restaurant. Of course not everyone gets such opportunities: many still flock to Jakarta in search of riches, where even with qualifications work is hard to find.

Despite high unemployment there is great faith - both officially in Government policy, and unofficially in what people seem to believe - in the value of education and training. Competition for the best schools and universities is intense. The proportion of the national budget devoted to education has been growing in recent years and now stands at over 12 per cent.

overseas news

Call to improve access

from Geoff Maslen

MELBOURNE
The Australian Teachers' Federation has called for significant reforms in higher education to achieve greater equality of access among the nation's students.

The federation argues that the present system by which universities and colleges of education admit students is inherently unfair, socially biased, based on unscientific principles, anti-educational and destructive of human potential by producing large-scale failure among secondary school students. It has called for the institution of large-scale quotas for higher education entrance, based on socio-economic factors. For example, all institutions could be required to admit 40 per cent of students from families earning less than the average weekly wage. While that may not affect many colleges, it would certainly change patterns of entry to the senior universities.

The use of school-based assessment, rather than external examinations which are used in most Australian states to select students, should be adopted, the federation argues. Direct professional judgements by teachers are more reliable and less socially and educationally prejudicial than examinations, it claims.

There should also be increased places for older students, based on interview, a one-year general education course at the start of all higher education courses, and the application of 50 per cent female quotas in the faculties and schools where women are markedly underrepresented, such as engineering, technological subjects and the applied sciences.

The federation's research officer, Mr Simon Marginson, points out that despite the expansion of higher education since World War II, despite increased school retention and despite periodic attempts to implement policies that would encourage greater equality of opportunity, the changes have been marginal.

A strategy of reform, Mr Marginson says, must confront the crucial structural barriers to greater equality, such as the present merit-based system of competitive selection and the dual government-non-government system of schooling.

There have been a marked increase in the past three years in the retention of students in government schools and this, along with reforms toward more comprehensive schooling, would provide the basis for greater participation in the more equal access to higher education, Mr Marginson claims.

But these developments have been fatally undermined by the presence of the growing non-government school sector, fed by increasing government subsidies.

Minister warns on humanities neglect

from Donald Ficks

HELSINKI
Sweden's emphasis on expanding its pool of qualified technologists must not be accompanied by a neglect of the humanities, jurisprudence and theology. Technicians themselves stand to benefit from a broad humanistic tradition.

These are among the thoughts floated by the country's new education minister Mr Lennart Bodström, at an inaugural press briefing. They coincide with studies suggesting that industry needs to recruit more humanists despite its frequent calls for civil engineers.

Demoted from the foreign ministry in last month's reshuffle of the Social Democratic government, Mr Bodström has endorsed calls for the reintroduction of a bachelor's degree known as *Fil Kand*, dropped when Swedish universities were shifted to a career-orientated education system by the all-embracing reform of 1977. He is nevertheless against "mass examination" of aspirants for such degrees, partly because the present structure makes sense for students and employers alike.

Commenting on charges that bureaucracy is becoming constantly more insidious in higher education, even transferring spending cuts meant for itself to teaching and research—Mr



Mr Bodström: investigation

Bodström said a working party within his own ministry will investigate the entire system.

At the same time, the minister rejects the principle of the government administering universities "in detail". In line with the decentralization espoused by the Social Democrats since 1982, he says: "It is sufficient for research and teaching, ensure they are fulfilled, provide the necessary means and designate key personnel responsible for decision making."

"Otherwise it is self evident that teachers, other staff and students should have an influence in the run-

ning of their own university." A former chairman of the Federation of Swedish Student Unions, Mr Bodström is to discuss widespread unrest over student finance with the present federation. While acknowledging that existing funds do not completely cover a student's needs in any single academic year, he disputes the view that economic reasons deter young Swedes from embarking on studies.

On the changes in disciplines pursued, the minister notes that the intake of universities of technology has been raised by 30 per cent in the last five years. "We are conscious that there is a shortage of technicians and that the number of highly educated engineers must be increased," he continues. "But there is no point in admitting more students unless we simultaneously guarantee quality by investing in equipment and teaching staff in an economically feasible manner."

As Mr Bodström ponders what constitutes "feasibility" amid the government's attack on a huge fiscal deficit, a report by the faculty of humanities at Lund University deplores the fact that a mere five of the 1,184 doctors employed by Swedish business are humanists.

At a seminar Mr Bengt Knutsson of the university's Middle East Institute outlined the lessons taught by the Arab

world. During a visit to Sweden in 1980, the Saudi Arabian minister of industry did not want to talk about exports and technology but to discuss poetry and meet Swedish poets. The Arab view was that good relations were cemented by cultural exchange, not the other way round.

After the relevant Swedish minister was "astonished" by this approach, Lund University was encouraged to organize crash courses in Arab culture for Swedish companies. About 7,500 businessmen have attended 50 courses in the last five years—an outstanding example of cooperation between the academic and corporate worlds.

Several other speakers at the seminar highlighted industry's need for humanists because "they understand the importance of developing themselves and listening to others" and "they have a talent for an overall view, not limiting their analytical powers to any one sector."

Nevertheless a representative of the Federation of Swedish Industries Mr Dag Radström spoke of "a deep cleavage" between the values represented by humanism and those of business: "It is hard to combine a view of humankind with the rough growth philosophy. I think humanists will still prefer to work at universities or in the public sector."

Enrolment goldrush

Higher education is booming in California. Despite a steady fall in the number of high school graduates in the state—down by 11 per cent over the past ten years—both public and private universities are enjoying record enrolments.

The California State University, spread over 19 campuses, has just registered its largest enrolment increase in eight years and has a total of 324,697 students—up by nearly 9,000 over 1984.

The nine-campus University of California now accommodates 141,598 students at all levels—an increase of more than 3,000.

Officials are crediting the rising numbers to the increasing premium being placed by American society on a university-educated population.

West German plea to join Eureka

West German universities are asking to be involved in the European research project, Eureka. At a recent conference, the German rectors' conference (WRK) expressed regrets about not having been approached.

Theodor Berchem, president of the WRK, said universities had to be involved in a far reaching scheme such as Eureka, not least because they were doing most of the basic research.

Death of Polish student provokes more protests

The death of a Gdansk University chemistry student earlier this month has triggered yet another wave of protest against the Polish authorities.

Marcin Antonowicz, a 19-year-old first-year chemistry student, was picked up by a police patrol together with two friends on the evening of Saturday October 19 in the street of his home town, Olaszyn. The two friends were allowed to go free, Marcin was taken away in a police van. Some 15 minutes later, he was lying in the street unconscious from a wound at the back of the neck. An ambulance was called, and found him surrounded by police personnel and police cars.

He was taken to the casualty unit of the local hospital, where, by chance, his own mother, a doctor, happened to be on duty. Three doctors examined him and had him flown next day to Gdansk for a brain scan. This revealed brain damage caused apparently by a heavy blow, possibly by a truncheon. Clinically brain death occurred on October 22, but he lingered in a deep coma until November 2.

Three days after the incident, the parents, both doctors, wrote to the local prosecutor's office and to the Prosecutor General in Warsaw, claiming that their son was beaten by police and demanded an investigation. Three hundred doctors and health service workers signed a similar appeal, addressed to the new parlia-

ment.

On October 30 the Olaszyn local paper said that the tragic incident was under investigation, and that the interior minister, General Kiszczak, was keeping a close watch on the affair. Before any such investigation was opened, an official communiqué announced that Antonowicz had been picked up for drunkenness and rowdy behaviour, and had injured himself by trying to escape. His two companions of the tragic evening denied that there had been any rowdy behaviour.

The allegation of drunkenness was also used, it may be remembered, in the case of the Krakow student, Stanislaw Pyjas, whose mysterious death in 1977 triggered the founding of the dissident "Students' Solidarity Committee" and of the Warsaw school leaver, Grzegorz Premyk, who died after a police beating in 1983.

A counter-appeal from the underground Solidarity organization referred to the death of Antonowicz as yet another example of the authority's blatant disregard for the law which, it said, is causing an ever deeper rift between the Polish government and people. This rift, Lech Walesa warned in a message to the Oxford Union last week, could well culminate in a violent massive outbreak of workers' protest, in spite of all the endeavours of the Solidarity leaders to keep the struggle non-violent.

Spanish law angers academics

by Sarah Jane Evans

University staff who also do part-time work in the public sector have been given a year's respite before they have to choose whether to stay in academic life. The government has delayed the enforcement of the law on incompatibility in universities until the start of the next academic year. This action has been criticized by academics and trade unions.

The legislation on incompatibility was one of the earliest acts of the socialist government after it came to power three years ago. It was widely attacked by those it was intended to benefit, because it was to prevent the widespread practice among public servants of holding down more than one job. Public servants were expected to have an "exclusive dedication". Thus the journalists on the state-run television network could not also work for newspapers, and the president of the Banco Exterior could not keep his job if he wanted to continue as an MP.

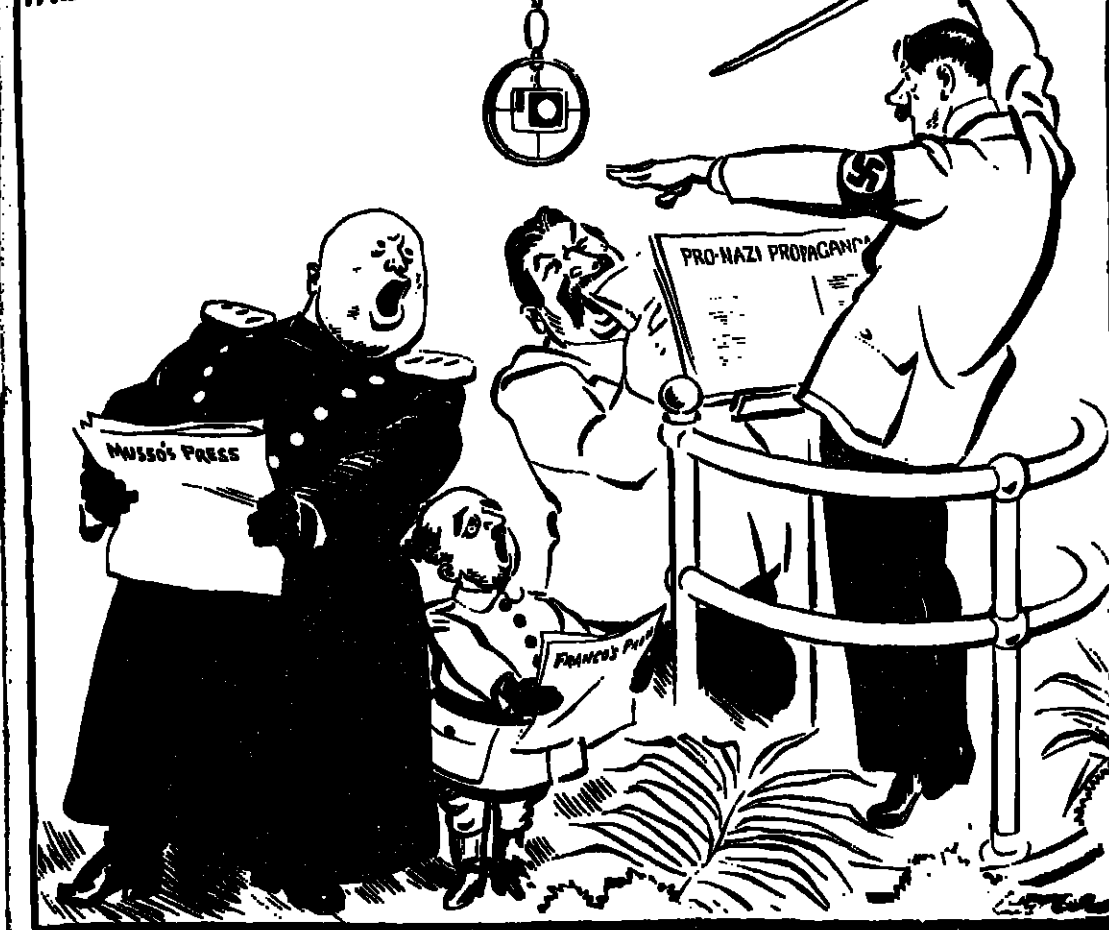
It is estimated that 2,000 academic staff will be affected when the law is enforced next year. Medical faculties and teaching hospitals will be hard hit. Medicine has hitherto relied on a close relationship between the theoretical and practical staff, and has used visiting lecturers from local hospitals. Under the new ruling, those teaching in universities must be exclusively dedicated, full-time, to that job alone.

The reason for the year's delay is that the government cannot agree with the universities over the terms for what category of associate professor, who would be able to assist on courses as a medicine while being both theoretical and practical elements.

The unions are angry about the delay because it does not assist unemployed academics. The university representative of the communist trade union, CCOO, said that his union would be starting a campaign to point out flagrant cases of incompatibility of academics doing more than one job.

An official of the socialist union FETE-UGT said that the law was essential for efficient working of universities, because it ensured that did not just drop in to teach and that they became real professors. In an article of faculty deans and lecturers from Barcelona pointed out that the delay will affect pay. The government would be looking to cut wages increases this year. But the universities would not be able to put up a strong campaign against this because those staff who had additional work from their other jobs would not be interested in lobbying for increases in their university salaries.

THE HARMONY BOYS



Paul Flather on a new book outlining the mainsprings of political humour

The jokes that misfired history

After the outbreak of the First World War in 1914, a young woman accosts a Cambridge don in the street. "And what are you doing to defend civilization?" she demands. "Madam," he replies, "I am the civilization that is being defended."

That is one of some 600 political jokes drawn from around the world which go to make up a new collection called *No Laughing Matter*. The title itself refers to a famous political joke told by Mark Twain: "A German joke is no laughing matter."

The jokes have been collected by two academics, one an Englishman, Steven Lukes, tutor in politics and sociology at Balliol College, Oxford, the other an Israeli, Itzak Galmor, professor of political science at the Hebrew University, Jerusalem, culled from more than 3,000 heard at dinner parties, sought from raconteurs and writers, and historians, and sent to the authors in response to public appeals in leading journals and magazines.

For Lukes and Galmor the book serves to show the deadly serious and intellectually intriguing side to joking about politics. Joking is frequently a release, but in certain countries and in certain times, such as Nazi Germany, it has been used as a weapon of power, a threat to those in authority as much as a sign of the powerlessness of those at the bottom. It is this kind of ambiguity which so intrigues Lukes who has written widely on the concept of power.

Humour and joking has of course long interested intellectuals. Plato thought humour ugly, destructive, degrading. The very antithesis of what civilized man should be interested in. Kant, however, saw humour as a sudden release, as a "strained expectation" suddenly being reduced to nothing. Freud greatly enlarged on this, seeing humour as a liberation, creative force. Jokes could be a reversion to an infantile form of thinking or acting, or a disguise for expressing a forbidden feeling or wish. The latter does point the way to understanding political jokes.

Lukes and Galmor, however, do not seek to present a new coherent analysis of political jokes. They know too well that too much reflection can strip away the disguise and destroy the joke. Or as Arthur Koestler put it, "Jokes contain some of the ingredients never consciously noticed, and others which if isolated would make us wince. But certainly the political theorists have now arrived on the scene a long while after the philosophers and psychologists, but just after the behavioural scientists and neurophysiologists."

Why do people tell political jokes? But it was not until Lukes ran into Galmor that the project began to take shape. They tapped their friends, writers, historians, raconteurs, journalists, and publicists in leading papers, including *The Times Liter-*

ary Supplement. *The New York Review of Books*, *The New York Times* book review section, *Private Eye* and the *New Statesman*. The jokes flooded in, and they moved from box files to computer storage discs.

Their first task was to try and pinpoint just what was a political joke, knowing full well that any definition of politics is in itself a political—and so, arguable—question. The best answer comes inevitably through the jokes themselves: An old man was sitting on a park bench enjoying the sunshine when another old man sat down next to him. They viewed each other cautiously and finally the first one heaved a tremendous sigh. The other one stood up at once and said: "Don't talk politics, or else I'm leaving."

Then came the difficult task of sifting out the best, and arranging and classifying the jokes in an intelligible structure. Many were found to be similar, some were simply different versions as applied to different countries, confirming the view that political jokes do form part of a deep, wide, language of power.

One joke quoted in the book for example has three different versions, involving Khrushchev, Nazare, and Hitler. In each case it involves the leader of the country tracking down a threatening joke-teller and asking him why he is telling jokes against the leader when all the leader wants to do is build Communism, promote happiness or create the Third Reich, as the case may be. The reply is: "That's a new joke," or "I certainly didn't write that one."

The authors readily admit it is often far from easy to put some jokes neatly into the categories. The first category they use is "politics and joking" which is the money of the rich and the votes of the poor. "Fellow electors, we must restore the status quo." Questioner: "What does the status quo mean?" Orator: "It's Latin for the mess we are in." A more home grown one: A British politician turns to a voter and with pride says: "I'm a self-made man." The voter replies: "Apology accepted."

The next section deals with "boundaries and identity", covering jokes about who one can trust, or whom one can put down, ambiguous jokes, mixing self-confidence with the need for reassurance, pride with envy. Thus, how does a clever Jew speak to a stupid Jew? By telephone from Paris to

Warsaw. What is the definition of a Polish string quartet? A Polish orchestra just back from a Western tour.

The third section deals with debunking and unmasking, the ones that debate, puncture bombast, strip away, often through to reveal nothing really special. They are of course the foundations of joke-telling, sweet revenge as the authors put it. Thus, a man ran through the streets of Moscow shouting: "Khrushchev is a swine!" He was seized and given 21 years—one year for defamation and 20 years for leaking state secrets.

The next section is on "power and resistance." Lukes and Galmor say there is probably no better way to know what political power feels like, particularly from the receiver's point of view, than through political jokes. Thus, after the Revolution everyone will have strawberries and cream. "But I don't like strawberries and cream." "After the Revolution, you will like strawberries and cream." For Lukes such jokes provide a very apt phenomenology of powerlessness.

Finally there is a section on the existential condition of humanity, called the "facts of life". Thus, what do Marxist philosophers think of these days? Whether there is life before death. A Czech goes to a palmreader. The palmist: "I see from your hand that now... The Czech: "Please, skip the present." A conversation between two Soviet Jews after the Six Day War: "Hey! Did you hear how we beat it?"

Lukes of course is well known as a left-wing don. His reputation extends back to the time when he was a young fellow at Oxford in 1965, and David Caute, the writer, set up a teach-in on the Vietnam war, then a major issue on US campuses, bringing together for the first time the Foreign Secretary, Michael Stewart, and the North Vietnamese ambassador face to face in debate. Is there a connection between his politics and political jokes?

"Of course," Lukes says. "All political jokes are a kind of resistance." George Orwell actually described such jokes as "tiny revolutions". They come from frustration, a sense of ambiguity and uncertainty about society. They are, in the authors' words, "a sense of coping", and as such they represent a sense of both fear, and hope. They have the dual existence as an expression of collective anxiety and a sense of belonging.

"Even when the situation is bad and the jokes become destructive and vicious they still represent a collective intimacy, a sign that people belong, that they care, and that they entertain hope."

No Laughing Matter by Galmor and Lukes, £7.95, Routledge and Kegan Paul.



Portrait of the artist as political goliath

by Peter Aspden

The cartoons of David Low have expressed more vividly than any historical document the tensions, the suffering and even the black comedy of living in wartime Britain. His success as a cartoonist was based on an apparently effortless mastery of line and form, combined with a shrewd populist instinct.

Low's images of Hitler, Mussolini and Stalin remain as sharply defined as any cinematic newswire, but many times more effective because they are funny; and ring true with a painful clarity which is the cornerstone of all great humour.

The current exhibition of Low cartoons at the National Portrait Gallery is a fitting tribute to his talents, but raises some awkward questions about the nature of cartoons, and particularly their treatment in the academic world. The show has been organized with the help of Kent University's Centre for the Study of Cartoons and Caricature, which holds a unique archive of some 70,000 original drawings, yet finds it difficult to fit into a suitable academic niche.

Professor Colin Seymour-Ure, professor of government at Kent and co-author of a new book on Low's life and work says: "There are two ways of looking at cartoons—to study them as works of art in themselves, and to study them as a reflection of their time. They are quite separate approaches."

The Kent centre exists primarily as an archive of 20th century British cartoons and caricatures, with a strong collection of Lows, Strubbs, Vickys and Dysons, all utilizing different techniques and individually deserving of study.

The centre's collection started thanks to the chance interest of a lecturer, Dr Graham Thomas, who was awarded a Nuffield foundation grant in 1973 to start conserving, cataloguing and indexing the works. Many newspapers and agencies were only too happy to unload their premises of such space-consuming artefacts from the past, and the collection grew. But with the expansion came the problems.

"We have never had any UGC funding which means we have constantly lived from hand to mouth," said Professor Seymour-Ure. "It really is a shame because this centre is unique in the world, perhaps surprisingly. You would have thought there might be something in the United States, where all the money is, or France, where they intellectualize everything, but we have the one only."

He estimates the centre needs about £25,000 a year to be able to maintain the collection and keep it up to date—many present-day Fleet Street cartoonists already send their work to the centre.

It was the Leverhulme Trust which provided the money for Professor Seymour-Ure to research the Low material and take a term's leave of absence to work on the project. Like so many others, initial fascination with the world of cartoons was based on strong memories of unforgettable images, such as the notorious Colonel Blimp, broody and bulldog at his side.

He remembers the potency of the images at the time, and feels strongly that they deserve their own field of study. There is, he says, no more entertaining way of surveying the history, moods and fads of a nation.

David Low, by Colin Seymour-Ure and Jim Schoff, published by Secker and Warburg, £9.95.

Colonel Blimp and Friends: The cartoons of Sir David Low 1891-1963, National Portrait Gallery until January 12.

The slow path to equality

In the 10 years since the sex discrimination laws were introduced, women have made inroads into higher education both as students and as lecturers. Improvements have been modest, however, and at some senior academic levels slight, while there are worrying signs that achievements which have been made to open opportunities for women may be in the process of being undermined.

Initiatives have been taken around the country, mostly in polytechnics and further education colleges and outside the established educational system which have proved successful and heartening in encouraging women into higher education through return to study courses, by drawing up policies for equal opportunities and setting up sub-committees of academic boards to promote equal access and fair staff employment policies for both men and women.

Female undergraduates have increased their share of university places by just under 8 per cent over 10 years and even in non-traditional subject areas like engineering there has been a small but definite creep upwards.

On the other hand within these same statistics there are telltale signs that traditional female subjects of study are losing out. Education has witnessed a more than 10 per cent decline in female students as a percentage of the whole and in arts other than languages there has also been a small fall.

On the employment side the picture has been less encouraging. The largest increase among female academic staff within universities has been at lecturer level by 6 per cent but overall the proportion of women academics has only increased by a marginal 4 per cent. Barely a shift has been recorded at senior lecturer and professorial levels.

The statistics speak for themselves. Passing legislation outlawing discrimination may not be sufficient to

Women students in universities as a percentage of the total student population

	1973	1983
Education	71	60.5
Medicine and health	34	44.3
Engineering	3.3	7.8
Arts (other than languages)	51.9	50.49
Total	34	41.6

Female academic staff as percentage of total

	1973	1983
Professors	1.7	2.4
Senior lecturers	6.6	6.8
Lecturers	10.8	18.8
Total	10.8	14.9

provide equality of opportunity into higher education as the first rung on the ladder of wider opportunity in society.

A small but persuasive group of academics often working in isolation within our institutions realized that fact early on and have taken steps to open doors in a variety of ways. The New and Wider Opportunities for Women courses have become fairly widespread.

Women's training centres have also opened up the first door for women into non-traditional fields by providing courses in computing, electronics and plumbing, for example, and access courses like those set up by the Polytechnic of North London with local colleges to provide non-traditional entry into social work and teaching have also been successful.

Interest in women's studies has grown apace in spite of the ambivalent attitudes often shown to women-only courses which may or may not have a feminist perspective.

The Workers' Educational Association, in the first two years of statistical analysis of women's education, records a 34 per cent increase in provision. As Margaret Marshall points out

in the first of a new series of essays on women's education, 62 per cent of WEA students are women, although officially only 8 per cent of courses are said to be directed to the needs of women.

"The fact is that women do attend courses as trade unionists, as the unemployed, as part of the outreach programmes and have been traditionally the backbone of the general non-vocational class.

"In one form or another, all of these types of courses go some way to meeting the needs of women either as an escape from home and family commitments or as the first step on the educational ladder or as a means of developing new knowledge and critical awareness," she writes.

Many of these sorts of initiatives are, through no fault of their own, peripheral to the main body of work which is going on within higher education institutions. Although they do in some measure correct the balance, they tend to be remedial and aim to pick up the pieces rather than to substantially shift the imbalance institutionalized within colleges, polytechnics and universities.

Recent initiatives, as within the Inner London Education Authority to establish equal opportunities policies to formulate women in education policies touching all aspects of provision, are trying to tackle the in-built, institutionalized discrimination within higher education.

At an institutional level, Preston Polytechnic, Haringey College and Bradford and Ilkley College are examples where comprehensive studies have been made of female representation on the staff and among students and where that information has been used to guide academic policy.

After two false starts, a working party of 40 women at Bradford and Ilkley College decided to get support for change actually implemented. On a £1,000 shoestring budget, a definitive survey of all staff and students was carried out, which forced the academic body to acknowledge that the college catered for a hidden majority of women, but policy decisions and teaching did not reflect that majority.

But firm action will depend on such things as the setting up of a subcommittee for equal opportunities and a women's officer as a senior post, so that the burden is not piled upon a lecturer trying to fit it in with a full teaching load.

Haringey College had the advantage of starting from scratch two-and-a-half years ago with a policy on equal opportunities written into its objectives by the Labour-controlled local authority.

Nearly 60 per cent of the students are female with a large Afro-Caribbean group and a good spread across the non-traditional subjects. The proportion of women lecturers is also quite high.

Head of the general and community department at Haringey, Tricia Leman said: "The dual problem is that government through Women into Science and Engineering (WISE) year has been keen to highlight the need for female students in non-traditional study, which is a good thing. But at the same time the traditional routes for women into higher education have been continually eroded over the last 15 years," said Tricia Leman.

She pointed to many good initiatives like the access courses and Open Colleges for helping women into higher education, but these "were on a small scale, poorly resourced and seen as pilots and therefore not institutionalized in the best sense.

"After a decade and a half of initiatives, these are still seen as marginal and not taken into the mainstream. The inability to bridge women into non-traditional degree courses meant they were still being handicapped for wrong decisions made at secondary school," she added.

At the other end of the scale, Natthe has collected evidence over the years on direct and indirect discrimination among its own members, although it is difficult to monitor because of the reluctance of lecturers to formalize complaints for fear of damaging their careers.

The dossier includes complaints about interviews in which the prospective lecturer is still asked about their children and about birth control. So it seems there is a long way to go, right across the board.

Felicity Jones



Anti-apartheid demonstration at Trafalgar Square last month

Burning issue which has blazed a trail

No other single issue, bar the paucity of pounds in their own pockets, has won the same consistent support from British students over the last quarter century as the campaign to rid southern Africa of apartheid.

Through thick and thin, student leaders, and many academics, have at every opportunity espoused the often unpopular cause of black liberation. With the question of white oppression of other races back at the centre of world debate, students are again among those in Britain spearheading the struggle to broaden approval for much tougher sanctions against South Africa.

Recently Princess Zenani Dlamini, eldest daughter of gaoled black leader Nelson Mandela, visited the London offices of the National Union of Students to acknowledge the tribute the union paid in October by naming its Holloway Road headquarters Nelson Mandela House. This follows identical tributes to Mandela made in recent years by the unions at the polytechnics in Manchester and Sheffield and by the host of colleges with bars and residences bearing his name.

But the most historic move by NUS to support the ideals of Mandela came two decades ago, before many of today's student anti-apartheid protesters were born. Two years after being sentenced, in 1964, to life imprisonment, was made an honorary vice-president of NUS, at a time when its constitution stated that "it shall not be the role of the National Union to provide a general political forum".

Similar sentiments continued throughout the 1960s in the objects clause of the NUS constitution had continually precluded debate or policy-making on burning international issues of the day. However, the absence of structured resolutions didn't dampen the ardour of individual groups of students in their protestations against the Sharpeville killings in 1960 or even the support that would come upon its declaration of UDI.

In 1969, students formed the backbone of the Stop The Seventy Tour campaign orchestrated by Peter Hain, which, initially through enormous protests at rugby venues playing host to the Springboks, helped to bring an abrupt end to Britain's official sporting links with South Africa.

Policy adopted after heated speeches at the NUS Easter conference held at Bradford University in 1970 laid down the framework for ten years campaigning by the union on southern Africa. The most controversial part of the Bradford resolution, which generally reflected the major shift to the left in the leadership of NUS at the start of the 1970s, was a decision to endorse specific black liberation groups, among them the ANC.

Such a move was strongly opposed by the union's deputy president of the day and a leading member of the old

guard, Tony Klug. Now an international human rights campaigner, Klug recalls, however, that his attitude towards the way the campaign against apartheid should be conducted in Britain changed dramatically during a subsequent tour of South Africa, representing NUS.

At the end of his trip, Mr Klug told the congress of the multi-racial National Union of South African Students that his experiences of the way blacks were treated, gained during his month-long visit, now caused him to fully endorse the resolution passed by his own union. "I believe that fundamental change can only come through the people who are the direct victims of oppression - the non-whites - and that, therefore, the only true meaningful political action in South Africa must be related to this end of politicizing the black peoples."

These pointed words caused upset Mr Klug, then 28, was advised to make a quick exit from the country, while NUS's leaders dissociated themselves from his explosive address, saying they were committed to peaceful change.

The key figure responsible for putting the first NUS policy declaration on southern Africa into practice was Mike Terry, who for the last ten years has been executive secretary of British Anti-Apartheid Movement.

Mr Terry, now 38, spent a voluntary year teaching in Rhodesia at the time of UDI before graduating in physics at Birmingham University where he became president of the Guild of Students in 1969. At Birmingham, he was involved in one of the country's earliest campaigns for universities to remove investments from companies with interests in South Africa.

Later, as national secretary of NUS between 1971 and 1973, Mr Terry was instrumental in setting up an anti-apartheid college-based network of anti-apartheid groups.

"If there was a mistake made early on," argues Mr Terry, "it was to underestimate the support that would exist in Britain and other western countries for South Africa."

"In challenging Britain's economic collaboration with South Africa, we are challenging very powerful institutions in our society. This is one of the reasons why, for instance, we have enjoyed little success so far in changing opinions in mining schools towards apartheid."

But, after many successful local and national protests already this year, the campaign goes on, with, according to NUS president Phil Woods, all but the right-wing Tories for much tougher support in colleges for much tougher sanctions. This month the executive of Oxford and Cambridge colleges is banking with Barclays and investment firms with South African interests become a prime campaign target.

Ian Campbell

New ties with old schools

Next Tuesday the first meeting of the Council for Higher Education and Industry takes place. Put forward as an idea by Mr James Prior, former minister, and now chairman of the General Electric Company, the committee of industrialists and academics will act as brokers between higher education and industry.

Proponents of the new council were impressed by a similar organization in the United States, called the American Council for Financial Aid to Education. William Norris describes how the American version works.

Education in Miami, at which the whole question of corporate giving came in for close scrutiny.

Not everyone, it seems, is too happy about the newly-found corporate cornucopia. Several speakers feared that the links could lead colleges to reduce their emphasis on teaching values and ethics, that it might persuade students that the study of business was more important than the liberal arts, and that there might be interference with the running of academic departments.

The Rev Theodore M. Hesburgh, president of the University of Notre Dame, delivered a

sermon against temptation. "Despite the powerful lure of much-needed academic support," he said, "I hope that research universities do not strike Faustian bargains either with government agencies or with corporations that undermine their own integrity. I am particularly fearful that the massive quantities of strategic defence initiative funds will be a particularly troublesome temptation."

Father Hesburgh urged academic leaders to take advantage of their new close ties with business to have frank discussions on the products of joint research - to find out the ends for which the universities' brains were being used. "Is it to help develop a new improved deodorant, or to help reduce poverty through the world? Is it merely to gain an edge over foreign nations, or also to win a greater appreciation of the connectedness of all people here and there about the globe?" he asked.

Other dangers were highlighted by Steven Muller, president of John Hopkins University, Baltimore, who commented that industry would rarely support research for its own sake. It preferred to deal with an institution, and to pay for research which matched its needs. This, he said, could strain the cohesiveness of a research university.

Nor is the disquiet all on one side. Louis W. Cabot, chairman of the Cabot Corporation, is on record as expressing unhappiness that the leading undergraduate major at Harvard is now economics, and that business is the most popular course in the nation as a whole. Mr Cabot favours liberal arts graduates as making better managers, but admits that personnel officers tend to reject such candidates in favour of those with a degree in business.

There is no sign, however, that these con-

cerns are likely to lead to any diminution in the search for corporate support. Quite the reverse. In spite of soaring tuition fees, the thirst for fresh funds among the 3,000 colleges and universities in the United States is seemingly unquenchable. Dr William Voris, president of a small private college in Arizona with no ambitions for expansion, told me this week that he needs to raise gifts of at least \$1.5 million each year, merely to stay in business. And, he said, the task is getting harder.

This may seem strange in the light of the dramatic increase in overall corporate giving, but the fact is that competition for the available money is now both wider and more intense. A drop in support from the federal government has brought out the begging bowls from the major public universities, and many of these have the sort of research facilities much in demand by industry.

There is also a cloud, considerably larger than a man's hand, hanging over the whole question of corporate support for higher education. Under President Reagan's tax reform proposals, which he has been hawking round the country for the past few weeks with evangelistic zeal, donations to universities and other charities would no longer be tax-deductible.

If this measure ever becomes law it will undoubtedly be a body-blow to college coffers. The corporations' new-found belief in higher education is unlikely to survive such a challenge to their altruism. Mr Reagan has been saying for months that he wants it on the statute book by the end of the year, but Congress is considerably less enthusiastic - which is why he has been trying to sell the idea to the public over their heads. Not only the universities, but a considerable number of other special interests would have their tax perks removed by the proposal, and informed opinion believes that if the bill is ever passed at all, it will be mutilated beyond recognition.

The one and only publicity-shy world leader

Carolyn Dempster on City Technology's new marketing strategy which overturns the low key approach to business spin-offs

A company which is a world leader in its field with a proven record of products for "saving lives and saving energy" might be expected to make some capital from advertising.

Not so City Technology Ltd. In eight years the small company has not once publicly promoted its advances or achievements. Image-building has never been a primary consideration of its managing director Mr Tony Tantram, and products tend to be marketed through "reputation and word of mouth".

While this would be unthinkable in the commercially competitive world of industry, it is commonplace in the realm of academic enterprise and characteristic of collaborative academic/industrial ventures. Laboratory research, it is well known, is all too often funded by industry with little or no acknowledgement of the role played by academics. In CTL's case, the same arguments do not apply.

Originally formed by London's City University in 1977 to produce and market a novel oxygen sensor developed by the university's Wolfson Unit, City Technology Ltd now occupies a unique niche in the fringe zone of academic industrial initiatives.

It is one of very few university "satellite" companies to have launched into the manufacture and distribution of its own research products, and its success in bridging the gap between laboratory and practice has demonstrated that universities can afford to be entrepreneurial without compromising their standards.

This year CTL was the recipient, for the second time in three years, of the Queen's Award for technological achievement, notched up a turnover of £1.34 million in the six months to July, and expanded to a staff of 54 compared to the four it had when it first started up production in 1977.

Arguably the success of the company has much to do with the product. In response to Ministry of Defence requests, the Wolfson unit originally developed the electrochemical oxygen sensor to monitor oxygen levels for

aircrew. Demand for the electrochemical "canary" - so-called because of its effective application in coalmines where birds once performed a similar safety function - was given impetus by the 1976 Health and Safety Act which placed the onus on all employers to ensure safe working environments. The problem for the Wolfson Unit remained production. "Until we came along, the people who had made similar types of sensors were all instrument manufacturers and wouldn't sell the sensors separately," said Mr Tantram.

The sensor had much in common with battery production technology which prompted the unit to consider a dual initiative with battery manufacturers.

"They weren't interested in a market of this size, and the only way of moving quickly to fill the gap was for us to do it ourselves."

The lack of interest exhibited by battery manufacturers may also have been a function of the times, when industry was ill-disposed towards collaborating with academia. Whatever the reason, the newly-formed company soon discovered the difficulties of converting research to industry.

"If you do something once or twice in research, it is interesting and one can afford the time to be thorough. When you start making it, an extra rigour has to be built in to ensure that the product is absolutely correct every time - especially when it is being used in harder and nastier environments," explained Mr Tantram.

It was also part of the CTL philosophy not to seek publicity. "We tend to take the point of view that the important thing is to get thoroughly reliable sensors out to our customers to save lives and energy. If we do that well we will get promotion which is a lot more effective than blowing our own trumpet."

The mix of market opening, expertise and approach resulted in the resounding success of the oxygen sensor. It earned CTL the Queen's Award in 1982, international acclaim and a fast-expanding export trade. Direct contact with the market brought its own rewards in terms of instant feedback.



Above, City Technology's hydrogen sulphide sensor. Left, the team who led the breakthrough, Tony Tantram, managing director, Robert Chan-Henry, research director, Bryan Hobbs, administrative director, and John Finbow, manufacturing and marketing director

required rather than plugging away at some interesting but obscure area."

The oxygen sensor found wide application - from city sewers to monitoring of inert gas in oil tankers, in incubators and anaesthetic mixtures in operating theatres. An early decision by CTL not to manufacture instruments to accommodate the sensors was an important one as it placed the company out of the line of competition with existing manufacturers - viewing them as customers instead.

The special nature of the relationship between CTL and its user market also imposed a "deadline for invention" - forcing the research division to meet diverse needs for sensors to monitor a wider range of gases - faster than it might otherwise have done.

Development of the carbon monoxide sensor came about through cooperation with the National Coal Board, and difficulties experienced by oil companies filling mined-out offshore wells with sea-water (resulting in the build-up of hydrogen sulphide gas) gave an added boost to the development of the HS sensor which has since played a major part in reducing the number and severity of offshore oiling explosions. Pollution control and the mounting energy conserving pressures have similarly increased demand

with the development of sensors of sulphur dioxide and oxides of nitrogen.

Following the first Queen's Award, inquiries and requests for CTL sensors came pouring in from all parts of the world - testimony to the influence and importance of the award as an incentive for academic forays into the industrial domain. Today the company exports some 35 per cent of its sensor range direct to North American and European clientele, with UK firms exporting a further 50 per cent in their instruments.

Some of the manufacturers acknowledge CTL's contribution in their product advertising, most do not. "It doesn't worry us because everybody knows where the sensors originate. In any case, we prefer people to work back through the manufacturers if they experience any difficulties," said Mr Tantram.

Pursuing entrepreneurial objectives has not resulted in a diminished sense of academic obligation - as critics of such schemes might hasten to highlight. Vice-chancellor of City University Dr Raoul Franklin is chairman of the CTL board, and research students of their course at CTL, and a fairly high percentage of the income generated by CTL is ploughed back into the university's technology fund - used as

a base from which to start new projects.

In accordance with the Wolfson Foundation stipulation that any research undertaken be aimed at an economic payoff, CTL has acknowledged its debt by re-paying a portion of the initial grant.

But more than this, City Technology Ltd has fulfilled an avant garde function in what was, and still is, a relatively untested domain. Spurred on by CTL's success, City University has started another similar enterprise in biochemical staining methodology which should further consolidate the university's links with industry on a national and local basis.

And with threats of continued government funding cuts, and academic institutions under pressure to prove the value of their contributions to society, CTL is being persuaded to reappraise its low profile.

The company plans to participate in the Association of University Teachers' November 12 forum on "Universities' contribution to society and what the planned reduction in government funding will place in jeopardy." A poster prepared by Mr Tantram for the occasion proclaims: "City Technology Ltd, Saving Lives and Saving Money... A world leader in the manufacture and production of gas sensors."

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A message for the 'me-generation'

This spring's flurry of student demonstrations concerning South Africa may be the beginning of a revival of activism in American colleges and universities. Predicting the emergence of student movements is difficult, but elements point to renewed political concern among students.

Now the apolitical calm that characterized the 1970s and early 1980s may well be coming to an end. And if liberal activism is reviving on campus, it is possible that this will presage a return to more liberal politics in a significant segment of the American middle class.

American students have always been most concerned about foreign policy issues. Even during the volatile 1930s, campus politics was dominated not by the Depression but by the rise of fascism and by anti-war sentiment.

The student movement of the 1960s got its start by a combined concern with nuclear testing and racial justice. With South Africa now the central issue, there are renewed signs of students seizing the political initiative. PHILIP G. ALTBACH reports.



Above: policeman collars a demonstrator during an anti-apartheid demonstration at the University of California. Left: a demonstrator, bleeding from a head wound, is arrested during clash between police and students at San Francisco State College.



student activism itself has the potential to achieve social change. But if the 1960s are a lesson, measured and consistent administrative response can help prevent escalation.

Student activism is by no means dead. It has thrived in the third world although there has been a decline in the industrialized nations. Students were instrumental in social and political change in such countries as Thailand, South Korea, the Sudan and others in the 1970s. The recent demise of President el-Niniri of the Sudan was stimulated first by student protests and then by discontent among the educated middle class.

This is a typical pattern of protest in the third world. Students frequently act as "conscience" for their society and, in the absence of a free or well developed press, speak for large numbers who may be disenfranchised. Because they are among the few articulate groups in the population, their influence is much greater than their numbers.

The situation in Western Europe is different. As in the United States, there has been an almost complete absence of activism since the 1960s. Students have become more conservative and not generally devoted to social or political causes.

Europe's economic problems have turned student attention to the more mundane issues of getting employment. In France, a number of 1960s activist leaders have become conservative philosophers. There have been some recent indications of an activist revival, including some protests against nuclear missiles, modest student support for the environmentalist Green Party in West Germany, and the refusal of Oxford University to grant the Prime Minister an honorary degree.

The South African protests in the US did not spark a major national wave of protests although it was impressive that upwards of 30 colleges and universities organized demonstrations on very short notice and without any significant coordination. The demonstrations came too close to the end of the school year, particularly with exams looming, to develop into a major national movement. But the protests indicate clearly that activism exists, that there is leadership capability on campus, and that students are interested in political involvement, even if it means the risk of arrest or academic discipline.

Out of this volatile mixture, the reemergence of student politics might well occur. Even if the resulting movement is considerably smaller than the 1960s, it will provide an added element to American politics.

The author is professor and director of the Comparative Education Center, State University of New York at Buffalo.

P.N. Furbank challenges some conceptions about English social categorization

Class: the struggle for a definition

Quite plainly, "class" does not exist in the sense that Buckingham Palace, or slavery, or the Church of England exists, or in many other of the senses of "exist". One would be hard put to it to prove the existence of a "working class" or "middle class" or "upper class", or of a "proletariat" or a "bourgeoisie" - just as one would have been hard put to it to prove that there were such things as "gentlemen" or "ladies", when such terms were current - for to what could one appeal as evidence, or on whose report could one rely?

When my *Unholy Alliance* or, the *Idea of Social Class* was published I received more than a few brickbats, many of them suggesting that I had strayed into a territory where - as a literary scholar - I had no professional right. Yet one can hardly help noticing that experts of many different sorts - historians, sociologists and political theorists, as well as novelists and courtiers - have views about class. Out of sheer self-respect - since the concept of class is a significant part of one's own experience - it is natural to ask how their accounts square with one another.

People talk incessantly about class, as they once did about the gentleman, and they are certainly not doing so idly. As one can easily confirm from personal experience, class is a matter of passing social judgements, and indeed - at least in its English version, upper/middle/lower (or working) class - of passing social value judgements.

It is a fact worth remembering that the language of class, in its original English version, is more nakedly evaluative than the modes of language ("rank", "orders", "degree" and so on) which it supplanted: it predicates nothing whatever about people except a relation of superiority and inferiority, of relative highness or lowness. Its pattern was, of course, quickly deformed by political pressures, the term "working" class coming in to replace the term "lower" class on many people's lips deformed, but by no means obliterated, for the pattern is still perfectly visible.

Given, then, that English classes come into existence, and are maintained in existence, by acts of value judgement according to certain rules - the sort of judging that is going on busily in people's hearts and minds during much of the day - it is not logically absurd, though it may be quite Utopian, to picture the whole business as one day terminating. It would only require, after all, an act of will of a kind not too remote from the one by which one would stop thinking anti-semitic or anti-black or anti-white thoughts. What one cannot help being struck by, also, is that certain novelists seem to have attained a remarkable freedom from such judging. A reviewer expressed surprise that I said in my book, that Dickens (though of course he is continually passing ethical judgements, and sometimes political ones) never passes social judgement on his characters; but in fact I hardly see how one can dispute it. More important, it seems to me that a technical innovation of the great "modernist" novelists were, in part, specifically directed towards a freedom of this kind.

The topic of value judgement prompts me to a digression. It has struck me that some of my literary colleagues and friends take a rather perverse attitude towards value judgement. They are increasingly hostile, in a Machiavelli-like spirit, to value judgement in the aesthetic sphere - where it seems to me perfectly at home - but on the other hand, by their untrodden

acceptance of the language of class, they show themselves quite happy with value judgement in the social sphere, where it strikes me as distinctly dubious if not disreputable. Further, they are happy to apply the language to past societies. Yet these societies have ceased to exist: their members have disappeared into their tombs and gone, one would have thought, out of the reach of social value judgements (which are things one can only make about people with whom one is in a social relationship). This seems to put my friends in the position, as it were, of swapping value judgements about the lost plays of Sophocles. On the other hand, the paintings of Vermeer and the poems of Milton are still with us, and (with all the reasonable caution suggested by hermeneutics) it seems natural, and indeed essential, to form value judgements about them.

It is a problem in discussing class that the term tends to be used nowadays to refer to every kind of social value-judging and competitive social categorization. It is usually foolish to dig in one's toes against current usage, and I do not intend to. Nevertheless, it is important to stress the historical fact that the language of class gained general currency at a given place and time, i.e. in Britain in the 1820s, the period of the run-up to the first Reform Bill. This is a very significant fact, deserving much attention.

It would be more than a civil servant's job worth to affirm the existence of an upper class

It is important to emphasize the characteristics which distinguished this conceptual terminology from the older one of "rank", "orders", "degree". Among these characteristics are its tripartite structure, though this had a ghostly ancestor in the "three estates". (I am still speaking of the English scheme: the Marxist one of bourgeois/proletariat is, of course, binary.) Tripartite schemes have their own special and complicated ways of working, as anthropologists and musicologists can tell us. Second, there are the special semantic associations of class, which seem to connect it with "classification" in the natural-history or librarianship sense. These connections are mainly rhetorical, but the rhetoric is potent. Third, there is the important historical fact that, whereas the notions of "order" and "degree" were endorsed by the powers-that-be and prescribed in many a sermon and government proclamation, the notion of class and classes has never received such backing from authority - indeed it would be more than a civil servant's job worth to affirm in a government document the existence of an upper class.

On the other hand I am much against the idea that social categorizations and modes of social categorization were utterly different before the class era - that things were all orderly then and there was a nice clear-cut social hierarchy which everyone acknowledged and knew their place in. This seems to me a delusion, the result of taking literally what was only meant rhetorically. Nothing could be more true than that, in pre-industrial England, statesmen and clergy and gentry justices of the peace would insist for rhetorical purposes, that people should "know their place"; but this should not lead us to believe that this place could be exactly defined or drawn out on paper.

Any citizen stands in a wide variety of social relationships - legal, familial, religious - and a little reflection tells us that it is an illusion, indeed a logical fallacy, to think that all the various places that he or she occupies will combine to define their place in some higher-order system. Some social historians, with much sweat and some cheating (i.e. conflating four quite different classificatory criteria: rank, status, occupation and economic description) strive to stitch together the few isolated bits of social order to be found in pre-industrial England (like those convenient ranks of the peerage) into a social hierarchy, but it seems to me a misguided enterprise.

Something needs saying here about beliefs. I find it a weakness in certain social historians that they listen to what dead witnesses report about their mental operations in too trusting a spirit and are inclined to describe as beliefs what would be better termed "collective representations" or "the right and proper thing to say on a certain occasion". There are things that we may be sure people did not believe, because it is not possible to believe them, though it is possible to want to believe them. Rodney Needham, in his *Belief, Language and Experience*, argues that ethnographers ought to renounce the use of the word "beliefs" in their reports, and though he is making a rather different point, I find this somehow encouraging.

Being thus disinclined to accept the orthodox view about social categorizations in the pre-class era, I am unable to go along with what at first sight seems quite an attractive answer to the historiographical problem about class. I am referring to the view that a historian should apply the term class only to communities (like Britain from the 1820s onwards) of which the members themselves spoke and thought in terms of class - for the good reason that it is only in such communities that class, strictly defined, exists. It is a neat theory, but it posits too unbridgeable a gulf between the class era and the pre-class era. What is missing is an awareness of the true nature of the sphere that we may call "the purely social", a sphere which seems to have some unchanging characteristics.

The most important of these characteristics is that, in the intensely competitive sphere of the purely social, the ruling force is rhetoric. One sign of this is the manner, memorably analysed by Nietzsche, in which terms referring to social position, like "noble", "gentle", "base", "villain/villain", are transformed into ethical concepts. Another is the potent device, employed in speaking of the gentleman or of class, of swivelling for tactical advantage between the factual and the evaluative. You could, at least in the 17th century, when there was a tenuous legal basis to the term gentleman, leave it quite vague whether, in using the term, you were referring to an ethical concept or a legal fact. There was vast scope for manoeuvre there; and something similar is true of the term class which, though in reality purely evaluative, has a ring of scientific objectivity about it.

It follows, in my view, that a historian has no right to employ the term class or indeed the terms gentleman and lady) as part of his professional descriptive vocabulary, whatever period of history he is discussing: it would be too much like his speaking of "the true Church" or "pure English". To use the language of class is a form of social action, often of competitive social action, and it implies that the speaker is in a social relationship, actual or potential, to those to whom



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he is referring - which can hardly be the case with a historian. It is a mode of language which can only be used from inside a social system.

This is a law that, of course, does not only affect historians. One of the themes of my book was the dishonesty of a particularly scornful use of the terms middle class or bourgeois in the manner, memorably analysed by Nietzsche, in which terms referring to social position, like "noble", "gentle", "base", "villain/villain", are transformed into ethical concepts. Another is the potent device, employed in speaking of the gentleman or of class, of swivelling for tactical advantage between the factual and the evaluative. You could, at least in the 17th century, when there was a tenuous legal basis to the term gentleman, leave it quite vague whether, in using the term, you were referring to an ethical concept or a legal fact. There was vast scope for manoeuvre there; and something similar is true of the term class which, though in reality purely evaluative, has a ring of scientific objectivity about it.

I find this an unlikable dishonesty, partly because of its appeal to a kind of complicity, and partly, too, because it is such an insult to common logic. For it could be said to be the strength of the concept class, and a virtue in it as compared with social categorizations based on honour, that it is exhaustive and, in a given way, hospitable. There is no privilege of entry to a class system: everyone, born or to be born, belongs in it somewhere. By contrast honour systems are based on the theory that there are some people without honour. An honour system is

created in joy, but a class system is born in sorrow - a point well made by Sartre when he spoke of it as a petrification by the stony stare of the Other; and this sorrow at a cruel but apparently inescapable destiny is the most genuine thing about class. It is thus offensive when somebody speaks of class as if he or she had been granted some special exemption.

Here the novelists come in again. For the "modernist" novelists show a powerful determination to scotch the self-exemption fallacy, and some of their methodological preoccupations, for instance their agonizing over viewpoint, are prompted by this resolve. Curiously, though criticism of the novel, and especially of the modernist novel, can be earnest enough, people do not seem much to like the idea of fictional form as a major contribution to general human thought. Thus when one claims that the methodological innovations of modernist novelists are, by intention at least, solutions to profound human problems directly affecting our everyday life, the response tends to be rather laud. One is told not to look at these things too seriously; after all, in Jane Austen's words, it is "only a novel".

The author is professor of English in the Open University. *Unholy Alliance*, or, *The Idea of Social Class*, is published by Oxford.



Buckingham Palace: tangible symbol of a class system.

Ernest Boyer



To teach or to research – the divided loyalty

The academic culture in America has been profoundly shaped by the conviction that research, not teaching, is the cornerstone of the profession. This is one of the conclusions reached at the Carnegie Foundation after conducting a national survey and talking with college faculty on campuses from coast to coast.

Most faculty, we discovered, believe they will be judged primarily by their scholarly reputations. One teacher put the issue squarely: "Faculty members feel pulled in two directions. Teaching is important, they are told, and yet faculty know that research matters most."

Even small colleges live in the shadows of the modern university. A faculty member at a well respected liberal arts institution put it this way: "Every college professor under age 60 has felt the sting of contempt or condescension expressed in direct or indirect ways by the research faculties for the vocation of undergraduate teaching."

On most campuses, papers read before colleagues at conventions will get more praise than lectures presented to students right at home – but neither will mean as much as a paper published in a prestigious journal. While faculty enjoy contact with students, and while two-thirds say their interests lie more in teaching than research, they realize time spent in teaching and student consultation may not count much at tenure and promotion time.

Predictably, major research universities tilt more heavily toward research and publications as a basis for tenure and promotion. Faculty at these institutions publish more and are more likely to be engaged in scholarly research that will lead to publication. What we call doctorate institutions – offering advanced degrees with little or no research – are somewhat in the middle, while the smaller institutions weigh in strongly on the side of teaching.

Younger faculty at the large "campuses on the make", as one president put it, appear to be especially vulnerable today. "The junior faculty are under enormous pressure," one untenured teacher told us. "In some ways, it's harder to work at a place that's up and coming. They're trying to build a reputation on the backs of the exploited junior faculty. The people who are setting these standards could never even meet them themselves."

One senior faculty member acknowledged the problem: "The (tenure) system is working well, but I think some of the junior faculty really worry about doing enough research." The chairman of the history department at the same institution worries that several of his bright-

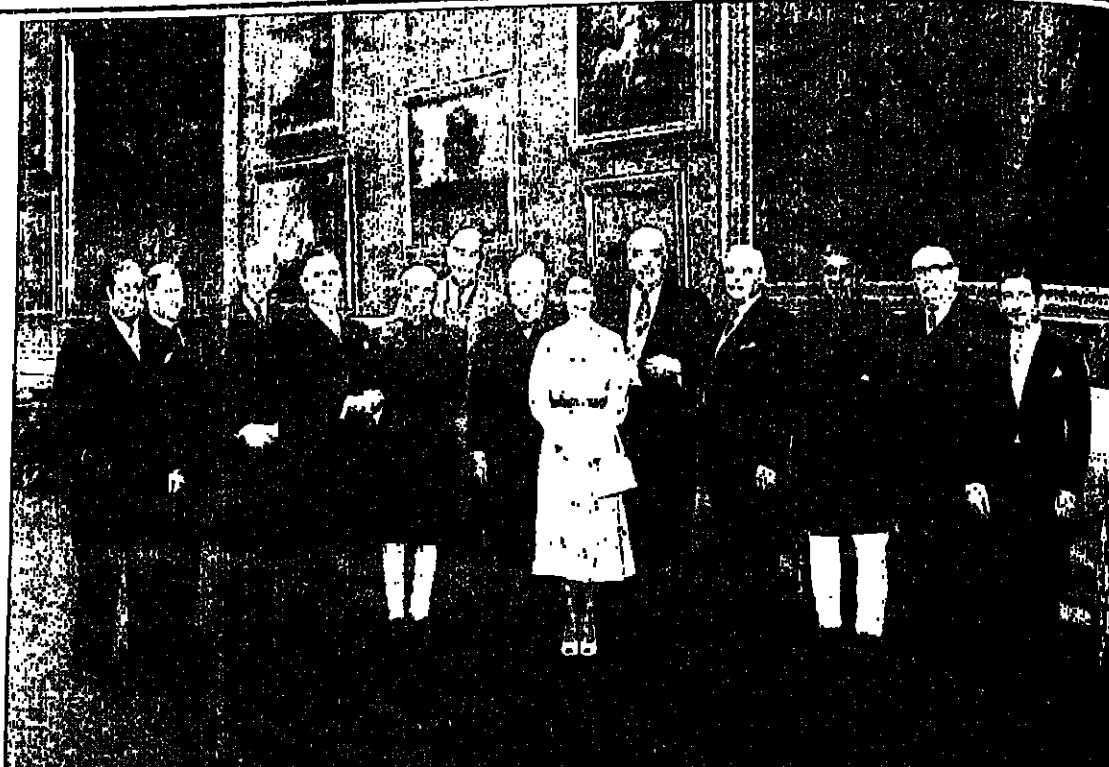
est young faculty members, who are talented teachers and excellent researchers, will be denied tenure because they have not yet published their dissertations in book form. "They won't have that book in their hands when they walk in to that tenure committee," he says. "I'm worried about what will happen."

In math and some fields of science, many young faculty may initially have turned down more lucrative and stable jobs in industry to come to the university. Some now hint that they may change their minds. "I could have gone to industry," one biologist told us. "The pay is incomparably better. I still may." Whether the move is to another university or to industry, this science instructor does not envision a long stay at his current post. A sociologist with fewer prospects for mobility will stay if she is tenured, she told us, because the job market outside is so bad.

The push to publish often can have a chilling effect on the commitment to teaching. Even for those faculty who already hold tenured positions, Christopher Jencks and David Riesman, authors of *The Academic Revolution*, starkly describe the dilemma: "No doubt most professors prefer it when their courses are popular, their lectures applauded, and their former students appreciative. But since such successes are of no help in getting a salary increase, moving to a more prestigious campus, or winning their colleagues' admiration, many potentially competent teachers do a conspicuously bad job in the classroom because they know that bad teaching is not penalized in any formal way."

The irony is that research pressures notwithstanding, faculty like to be with students and they are inclined to give top priority to teaching.

If the American college is to flourish, there is a growing conviction that there must be room for both outstanding researchers and outstanding teachers. The chairperson of a department caught up in a tenure struggle summed up this sentiment very well when he said: "This department should be strong enough to spot a great teacher and say, 'we want you to stay because you're enormously valuable as a teacher', and also say to a top researcher who may do poorly in the classroom, 'you can't teach worth a damn, students don't like you – but you're a great, great scholar, your name is magic, and we think you are very valuable to us'. Then give them both raises and promotion to full professor honoring each for his or her special type of excellence. But the problem is, we give the great researcher everything and the great teacher nothing."



The Queen with Commonwealth ministers in 1953. More than 30 years later, the Commonwealth seems far from moribund.

Old-fashioned common sense

Stephen Chan examines the effectiveness and credibility of the Commonwealth as a political agent

The recent Commonwealth heads of government meeting at Nassau reinforced the view that the Commonwealth, far from being anachronistic, has a contemporary usefulness. The idea of a "British" Commonwealth passed away with India's independence. India refused to join anything other than a "Commonwealth of Nations", in which all members were equal. Since then, however, the place of the Commonwealth in the world has been debated. Enough Commonwealth members were developed nations to prevent the association from becoming an unrestrained platform for the third world. While attempting to articulate a sympathetic view of third world problems, therefore, the Commonwealth has always seemed unspecific if not ambivalent.

Moreover, despite concerted efforts to shed its colonial origin, and the subject that implied, various world conditions were a constant reminder of a colonialism that had not been ended. Specifically, Britain had not ended the colonial situation in Rhodesia and, for many years, Commonwealth heads would debate the British for allowing unilateral independence to continue. A formula for Zimbabwean independence was found at the Lusaka meeting in 1979. What Henry Kissinger and the Anglo-American Peace Plan had successfully failed to do, the Commonwealth was able to accomplish. Suddenly, the Commonwealth's credibility as an international actor rose and, with its new-found respect, it set out to examine the related and larger question of liberation in South Africa.

South Africa and Namibia had always featured in Commonwealth deliberations, but Rhodesia had always been a focus of attention – particularly since Britain, the nation with legal responsibility for Rhodesia, was a Commonwealth member. Discussions about South Africa required a different tone. Old habits die hard, however, and strategies to confront the South African problem could not avoid the question of Britain's relationship with the apartheid regime.

In a sense, this was unfair. Britain had a clear role to play in Rhodesia, and that was to restore the *status quo ante* as a foundation for true independence. The mechanisms agreed at Lancaster House and operated, sometimes precariously, by Lord Soames accomplished this. South Africa, however, not only has a significantly more powerful government than Rhodesia had, but there is no foundation, no previous mechanism, which can be re-installed there. The starting point is very much the current situation in South Africa, and the constitutional juggling of President Botha helps to prevent clear views of which constitutional basis can be taken as a point of departure.

In a very true sense, however, Britain attracted hostility at Nassau by

its declared determination to remain stubborn on the question of sanctions, no matter what. To preempt summit deliberations in this fashion was taken as a sign of contempt for the leaders of one quarter of the world's population. The focus of effort at Nassau, to "turn Thatcher", was crafted by the British themselves.

A more sensible British approach would have been to remain conspicuously open on the sanctions question, and to press, in camera, for as few as possible. The underlying reality of sanctions was hardly as noble as Commonwealth leaders declared. Prime Minister Hawke and Mulcahy, while actively working to persuade Mrs Thatcher on the matter, had themselves applied very mild sanctions in their home countries. The position of Rajiv Gandhi was radical because India has no great economic links with South Africa, and no official economic links. The position of the African front-line states, however, was entirely the opposite. Zambia, for instance, cannot survive without South African economic relationships. Although

Intrigues... gave the impression of a united Commonwealth

President Kaunda spoke passionately in favour of sanctions, what he and his colleagues heads of government sought was a symbolic package – something that would convey a threat, would mobilize Commonwealth effort, would be a model to non-Commonwealth powers, and which would not seriously endanger African economies. If Mrs Thatcher had entered Nassau ostensibly open to the concept of sanctions, she could have emerged with a package not too far removed from that invented by President Reagan.

In a way, the Commonwealth welcomed Mrs Thatcher's miscalculation. The intrigues and deceptions during the meeting gave the impression of a totally united Commonwealth – with the exception of Britain. The international impression of such solidarity reinforced the idea of the Commonwealth as an integrated unit, as a serious political actor, and probably did so far more effectively than if Britain had joined with the others in a tame package. If the Commonwealth had agreed in total on a tame package, the meeting would have lost some of its impact. Thanks to the British, the Commonwealth now looks as if it has much sting in reserve on the South African issue. In short, Britain's obstinacy lent to the remainder of the Commonwealth more apparent unity and power than it deserved.

The Nassau meeting suggested a

politically active Commonwealth in more ways than one. Its reception of a consultative group's report on the vulnerability of small states in the global society was a departure from the reception of reports on economic issues alone. This report grew out of Commonwealth concern with the US invasion of Grenada. The "Goa Declaration" of the last meeting in Delhi was the immediate Commonwealth response to the invasion, and the consultative group provided a measured view of small states confronted by global powers. The departure from expert groups concerned with economic issues alone is worth noting: too is the growing Commonwealth concern with the sort of nation that makes up the bulk of its membership. The question the Commonwealth seems likely to ask with increasing regularity is, "what power can small states have in the world of today?" If the campaign for a New International Economic Order is, for now at least, in recess, perhaps the Commonwealth has found a new theme: the political rights of powerless states, as opposed to their economic rights.

This development fits naturally with the Commonwealth concern for South Africa and, particularly, South African destabilization of its neighbours – many of whom are Commonwealth members. The defence of small states generally must include, as a particular concern, the defence of African states facing South African power.

This context for viewing the South African question should also, in time, relax the spotlight on Britain. The modification of British behaviour will no longer be the sole centre-piece of Commonwealth strategy on the region. It also means, and here we are talking of a transformation leading well into the 1990s, the evolution of the Commonwealth into a particular sort of international political actor – one vitally concerned with international power relationships, and one rather different from the image of British clubland. That tone might remain, but the association's thrust will have changed.

Whether the solidarity Canada, Australia, and New Zealand showed to the third world members of the Commonwealth at Nassau will continue under the circumstances remains to be seen. It is worth noting, however, that Canada and Australia have maintained their increasingly pro-Commonwealth positions under both conservative and liberal governments. Should a progressive Labour or Alliance Government take power in Britain, or even an internationalist "wet" Tory government, there would be something of a completed equation. Far from being moribund, it seems as if the Commonwealth has some interesting life left in it.

The author is visiting fellow at Queen Elizabeth House, Oxford.

by Tony Tanner

The Library of America

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Towards the end of Melville's *The Confidence-Man* (1857) an old man is reading the Book of Sirach in a Bible which has the Apocrypha bound between the Old and New Testaments. He explains the arrangement of the volume to the Cosmopolitan, Frank Goodman:

"Look, sir, all this to the right is certain truth, and all this to the left is certain truth, but all I hold in my hand here is apocrypha."

"Apocrypha?"
"Yes, and there's the world in black and white," pointing to it.
"And what says the word? It says as much as 'not warranted'..."

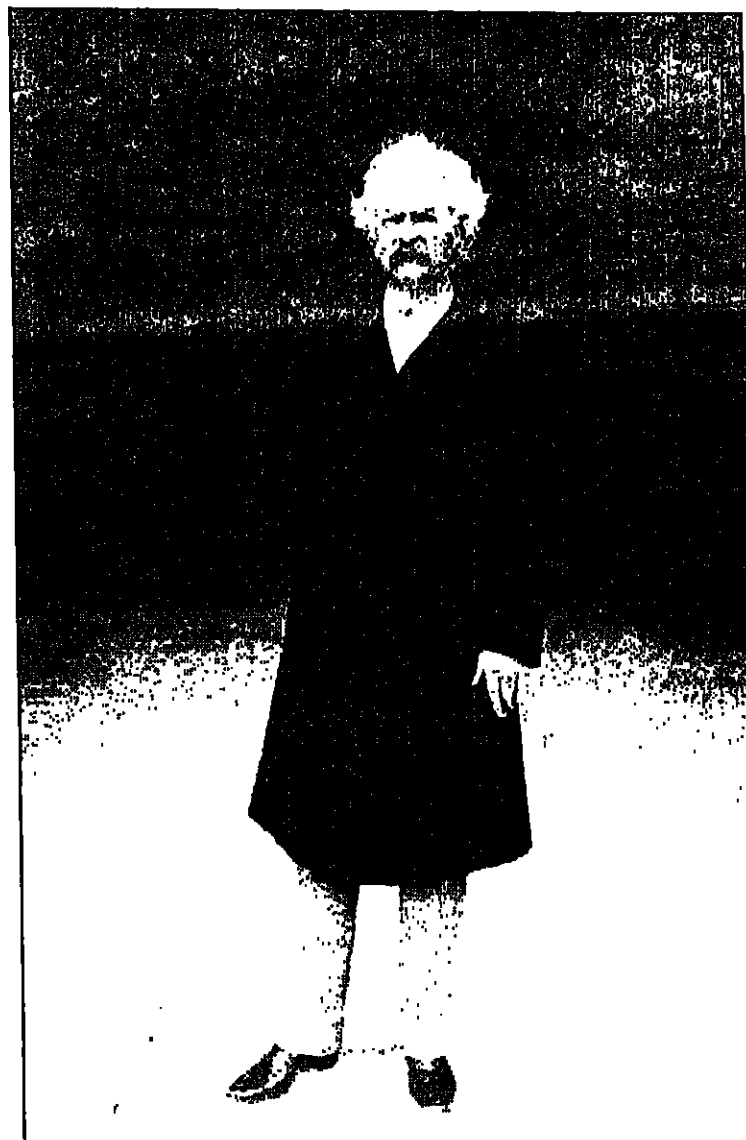
This offers us a perfect image for the problematical composition of the book, "the Bible", of America itself. As a land, a nation, an idea, a mission, America could be, had to be, endlessly reinvented, and reunited. American culture is, among other things, a history of contesting "authorized versions" of America (the "certain truth"), with the concomitant attempt to displace and relegate alternative versions to the marginalized category of the "not warranted", the "apocryphal". American literature is to a large extent made up of, or generated by, this struggle between "authorized" (official) and "apocryphal" versions of historical, actual, or possible "America" – often by an attempt to give authority to the apocryphal, to thematize the official. The Bible of America is ever in the writing.

The struggle was there from the beginning, but it entered into an acute and increasingly dangerous phase after the Civil War. The period from 1865 until the end of the century was not only the "Gilded age" with its robber barons, corruption, and exploitation. It saw the emergence of what Howells called "our deeply incorporated civilization" (For a nation which grew and thrived on and mythified itself) on national, self-reliance, and self-help, the increasingly rapid takeover of the resources, the planning, the priorities, the values, the very "meaning" of America by large, powerful, largely anonymous corporate organizations radically disturbed those political, social, and cultural structures which, however shakily, contrived to hold the country together. When Rockefeller announced that "individualism has gone, never to return", he was effectively trying to erase an older America to point to the new America of giant "combinations" and corporations which men like him were ushering into existence. But, for many Americans, to the extent that this was a fact it was to be resisted; to the extent that it was a programme and a vision, it was to be contested.

As Alan Trachtenberg sees it in his book *The Incorporation of America*

BOOKS

Writers of the Bible of America



Mark Twain, photographed by Sir Benjamin Stone in 1907

the overriding question which troubled the country in the decades following the Civil War was: "Is America a nation, a body joined by shared cultural values and experiences? Or is it a political state, an apparatus for governance in which laws serve to protect classes rather than universal interests in the society?" Where was America's "original virtue, its continuing Utopia" truly to be located? Was the country becoming irreparably divided politically, socially, culturally? Was the Civil War forever?

The writers of the time necessarily reflect these profoundly unsettling processes and problems, if only because in such a convulsion of values, the always uncertain position and role of the American writer could only become more insecure. And in various ways the major American writers of the time were to be found contributing to the apocrypha of America, rather than assenting to and celebrating the "certain truth" of the authorized version. But of course in this period, more than ever before, the very existence of such a version is called into question. Authority itself became as problematical as authorship. It is, however, one of the great periods of American literature. The major works of five of the six writers who appear in the most recent instalment of the superb Library of America were written during this period or just after (the exception is Melville). In different ways they all reflect or refract some of the anxieties, uncertainties, confusions, nervousness – or outright pessimism, generated by the larger confusions in American society and culture.

Samuel Clemens made – and wrote about – two archetypal American journeys: to Europe, and to the western frontier in America. By playing the innocent, naive figure – "Mark Twain" – he extracted a great deal of humour (and money) out of his accounts. But we can see that they are marked by a radical uncertainty of tone, a deep ambivalence of values, a floundering, even a lossiness. In *Innocents Abroad* (1869) the American tourists to Europe are divided into a group of "superior pilgrims" and an "uncouth defiling, phillistine bunch of

vernacular figures, including Mark Twain. Much fun is had at the expense of the "pilgrims" who can be taken to represent the official culture of America, and the habitual reverence accorded the great European monuments and shrines of culture is amusingly undercut. The book subverts and is subversive. But it also manifests a great uneasiness, an absence of orientation. Mark Twain oscillates between defensive mockery of Europe and overwrought, stereotypical reverence for it. He aptly ridicules the posturings of the self-appointed avatars of America's official culture, but as Santayana was to say, he had nothing to put in its place.

Similarly in the account of his journey West as a would-be gold prospector (*Roughing It*, 1872) he is at first very attracted to the kind of "alternative" values and life-style fostered by frontier conditions – free, nonchalant, uncultured, unrefined, vernacular, democratic, direct (Huck Finn's dream); but he also comes to see the violence, lawlessness, degradation and, indeed, endemic to that life. And the end of his hopes for gold offers an appropriate, symbolic conclusion to that magical "Gold Rush" which seems almost too perfect a paradigm for the insatiable materialist avidity which was coming to constitute the 19th-century American Dream.

"We got many good prospects, but when the gold gave out in the pan and we dug down, hoping and longing, we found only emptiness." Mark Twain was supported, encouraged, and published by William Dean Howells, the man who heroically, and single-handedly, worked to consolidate and direct American literature during this period. In the range of his activities, his reading, his sympathies, and his own writings he is the outstanding man of letters in the history of American literature.

While actively encouraging the new realists and naturalists (and exhorting the empty "idealists" of the official culture), he tried to sustain a belief that writers should "concern themselves with the more smiling aspects of life, which are the more American." But America was not smiling so much throughout this period (as Howells

himself well knew) and he could only fend off complete pessimism by holding on to his own kind of illusion about America. This often leads him into sounding like the spokesman for essentially middle-class values and self-deceptions, as it also often leads to romantic solutions to his own realist novels. But he did reveal a lot of the growing class confusion and social unease in his best fiction.

In *The Rise of Silas Lapham* (1885) Howells charts the rise of an emergent American type, the successful small manufacturer-capitalist. The Laphams are shrewd, conspicuously wealthy, quite uncultivated and uneducated, but seeking to be accepted by Boston society. They pose a problem for the Brahmin elite of that society. They are successful but "uncivilized"; they know how to make money but not how to appreciate culture. Was this the determining shape of the American future? One Boston Brahmin makes the declaration: "We must read or we must barbarize." It was Howells's warning to a divided country threatening to submerge itself in a profound illiteracy. Howells's apprehensions about the future of America were very real and dark. In 1888 he wrote: "I am not in a very good mood with 'America' myself. It seems to me the most grotesquely illogical thing under the sun... I feel that it is coming out all wrong in the end, unless it bases itself anew on a real equality."

That was in a letter to Henry James, another of the writers befriended and published by the generous, catholic Howells. James of course absented himself from America during this period to become a permanent expatriate; (his fiction, first to last, engages in continual re-explorations of the possibilities of the "innocents abroad" theme adumbrated by Mark Twain). The Library of America now offers us all his literary criticism, his writings on fiction, assembled for the first time. This is not only a major event for all students of James – it is an unprecedented opportunity (and a bargain) for anyone interested in the history of American literature. For James effectively invented the "novel" itself as an identifiable, serious literary genre. For fifty years, from his first book review of 1864 to his last essay (on George Sand) in 1914, James pondered and probed the province and potentialities of the novel, exploring and extending "the house of fiction", until he raised the art of writing about the novel to a high level of subtlety and responsibility as the art of writing novels itself. Indeed for James the two activities were not finally separable. Taken as a lifelong enterprise, this collection of his criticism and theory is simply the most important work on fiction ever written. The range alone is awesome – apart from seminal theoretical essays and his majestic prefaces, there are essays or reviews of over 150 American and European writers – none of which James the writer-critic was not finally separable. Taken as a lifelong enterprise, this collection of his criticism and theory is simply the most important work on fiction ever written.

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James was, as Conrad put it, an "historian of fine consciousness". But of course there were other historians in America constituting, clarifying, contesting the history and meaning of America itself. Francis Parkman was one of the greatest of American historians, and his monumental seven-volume work recounting the struggles of the French in North America, and the ultimate victory of the English, was published throughout this period (and is now available in two volumes, another bargain). Though the work concludes with the English triumph (*Montcalm and Wolfe*), Parkman's imagination is more engaged with the final futility, the tragic failure of the heroic but misguided expeditions and enterprises of the French. How easily New England might have been "New France" the official or "authorized"

version of American history plotted it as an interrupted – basically English, success story. By writing a majestic history of another discovery and attempt to settle and exploit "America" which finally ended in failure, and "tragedy" Parkman supplied an invaluable "apocrypha" – and a warning to the crassness and tendencies to chaos of his own contemporary America. He defined a position for himself above the available politics of the day: "My political faith lies between two vicious extremes, democracy and absolute authority", and he spoke out pessimistically against "the barbarism ready to overwhelm us." He had more foreboding than confidence about the American venture which had apparently "succeeded".

Henry Adams, the other great historian of this period, also looked for "losers", and he found, pre-eminently himself. Coming from a distinguished line of upright politicians (his grandfather was president), his allegiances were to the older, ante-bellum America, and as a historian he wrote nine volumes about the administrations of *Jefferson and Madison*. His patrician contempt for the politics of the "Gilded Age" is everywhere manifest in his novel *Democracy* (1880), "this wilderness of stunted nature where no straight road was to be found, but only the tortuous and aimless track of beasts and things that crawl." His sense of alienation from an America in which Adams could no longer find an honourable role in political life, was extreme. He published his "apocrypha" privately (in 1905 and 1907) as companion volumes: *Mont Saint Michel and Chartres* and *The Education of Henry Adams*. They contrast the unity of the medieval world with the "complexity, multiplicity, variety, and even contradiction" which now characterized the modern world. ("All the steam in the world could not, like the Virgin, build Chartres"). In the *Education* Adams casts himself in the role of an increasingly bewildered failure, unable to comprehend the new non-human energies abroad in the world: "he found himself lying in the gallery of machines at the Great Exposition of 1900, with his historical neck broken by the sudden eruption of forces totally new."

The *Education* ends in a mood of desolation; separation, despair, and death crowd and shadow the pages. Henry Adams's attempt to understand and make sense of his own age ends, like Mark Twain's quest for gold, in "emptiness".

Of all American writers, no one offered more searching, if sometimes somewhat elliptical, fictional inquiries into the possibilities and problems of America, than Melville, even though all his major work was written before the Civil War. *The Confidence-Man* and his majestic prefaces, there are essays or reviews of over 150 American and European writers – none of which James the writer-critic was not finally separable. Taken as a lifelong enterprise, this collection of his criticism and theory is simply the most important work on fiction ever written.

A word about the Library of America. The texts and general presentations are superb; the prices (subsidized) represent an unrepeatable bargain. This is going to be the American Pleiade. The publication of these volumes represents an opportunity which anyone or any institution remotely interested in American literature would be foolish if not positively remiss to miss.

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Subordination

Feminism and Social Theory

Clare Burton

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BOOKS SOCIOLOGY

Shades of opinion

British Social Attitudes: The 1985 Report

edited by Roger Jowell and Sharon Williams
Cower, £19.50 and £9.95
ISBN 0 566 00738 X and 00751 7

This is the second in the annual series of reports on Social and Community Planning Research's British Social Attitudes Survey, core funding for which is guaranteed until 1987/88. The data from each survey are deposited with the ESRC Data Archive at Essex University. Their basic purpose is to monitor and comprehend trends in social attitudes not only via a comparison of each annual survey but also through the use of a panel of individuals who are interviewed each year to allow for the measurement of individual attitude change. Hence, a core set of questions are repeated in each survey and others will reappear at less frequent intervals.

The report gives some insight into what is available in the archive both in terms of the discussions in the chapters and the technical appendices (including the questionnaires). Some of the major issues from the survey are examined but this exercise is intended as a guide rather than an exhaustive analysis. The annual report therefore succeeds to the extent that it makes the reader want to examine the data in more detail rather than being satisfied with the report itself.

The 1985 report contains chapters on the nature of public opinion, economic issues, gender, defence, public and private morality, local government and the panel element of the survey. Each chapter is accessible in terms of exposition and the presentation of data, although graphics might improve some of the latter. Within the body of each chapter the data are presented in simplified form, while fuller tables are provided at the end of each, but they generally require a magnifying glass to make them readable.

Given my own research interests I found Ken Young's chapter on "Shades of Opinion" most interesting. In this Young examines the key social groups in the sample - income groups, Registrar General's social classes, self-rated classes, production sector groups, tenurial status, region and party identification. The hypothesis is that these variables are those most likely to shape opinions. In these terms Young examines people's beliefs on the effectiveness of government, the new economic orthodoxy of the right, welfare provision and the like. As we might expect, the evidence is ambiguous. For example, while only half the sample believe governments can do much about unemployment, 89 per cent believe that the Government should set up construction projects to provide more jobs. However, the Government should take no encouragement from people's attitudes to its economic policies. The survey reveals no great enthusiasm for free market economics, although attitudes to issues of economic regulation generally appear to depend more on individual circumstance than ideology.

But it is unfair to single out Young's chapter more than the rest. They all contain fascinating snippets for eager researchers to follow up, and all the authors, within the constraints imposed by space, attempt to relate the survey data to other data and to wider theoretical issues raised in social science literature.

The SCPR is making available to the research community data which would otherwise cost individuals many thousands of pounds to collect for themselves. It is to be hoped that the Economic and Social Research Council and the other sponsors will continue to support the surveys beyond 1987/88 and even more that social scientists will make full use of this valuable source of data in both teaching and research.

David Rose

David Rose is lecturer in sociology at the University of Essex.



A picture by Tom Stoddard taken from *The Sports Photographer of the Year Book* (Kingswood Press, £12.95).

Two schools

In Defence of Organization Theory: a reply to the critics

by Lex Donaldson
Cambridge University Press, £25.00 and £8.95
ISBN 0 521 26869 9 and 31539 5

A wag once remarked that there are only two kinds of people in the world; those who believe there are only two kinds of people in the world and those who don't. The impression given by this book is that the world of organization studies is peopled largely by the former; those who are dismissive of "conventional" organization theory and those who, like Donaldson, wish to assert its legitimacy and value.

As things become clear, the position to be defended is that of "orthodox" or "mainstream" organization theory rooted in Parsonian structural-functionalism and positivism in the guise of "the philosophy of science". Surprisingly, Parsons himself receives little explicit attention, but then the defensive strategy adopted is largely that of attack on the critics rather than a reassessment of the foundations of orthodoxy from within.

Having identified his tormentors, among whom Silverman, Burrell and Morgan, Clegg and Dunkerley, and Child are prominent, the aim is to demonstrate that they have not only sought to divert organization studies from the path of virtue, but that the arguments they have used in so doing are "largely wrong". Whether because of "a misapprehension of the philosophy of science" or "a misunderstanding of sociological theory", the result has been seriously damaging. Students have been misled about the value of conventional approaches to the study of organization, and even some mainstream researchers have been seduced from the established way. Still worse, the leading journal in the field, *Administrative Science Quarterly*, which might once have been relied upon to toe the line, has recently published the views of some of the major critics. Thus "the challenge to orthodoxy has breached the castle walls of positivism, and penetrated its keep", a medieval analogy which gives something of the flavour of the general style of argument.

In his attempt to repel boarders, Donaldson leaves no turn unturned. Charges concerning reification, the fallacious imputation of organizational goals, the explanatory inadequacy of structural-functionalism, the incommensurability of paradigms, a-theoretical empiricism, sociological naivety, scientific implausibility, managerial bias, and ideology masquerading as pseudo-science are each treated in turn. Throughout, the assumption is that while conventional organization theory has its imperfections it is none the less fundamentally sound. Indeed this sometimes seems to be the ultimate basis for rejecting the criticisms. The discussion of organizational goals, for example, appears to boil down to the view that since there are organizational goals, to argue that there are only individual goals or aggregates of them is to misunderstand the obvious. Or to claim that current paradigms for organizational analysis are incompatible is simply to misinterpret Kuhn who never said that paradigms were necessarily irreconcilable.

Much of this seems unsatisfactory. Perhaps this is inevitable in a book which sets out to defend an established position rather than transcend it, but

the resulting impression is often of shadow-boxing rather than genuine engagement. More disturbingly, orthodoxy tends to be treated as a virtue of itself. That there are reds under the bed of conventional organization theory is only to be expected. But to find that a former believer, John Child, has "concurred with the doctrines of the critical camp" reveals the extent to which the attack on organizational sociology has been interjected into members of the mainstream research community, and the deleterious consequences. Rather like the Plague, you might say.

This book will be useful to students as a guide to the main controversies in organization studies, and orthodox theorists will doubtless find it a source of comfort. But the critics in Donaldson's gunsights seem unlikely to be convinced. Let us hope for at least a constructive debate or we may be forced to conclude that there are indeed only two kinds of people in the world, and that neither of these has anything useful to say to the other.

Alan B. Thomas

Dr Thomas is lecturer in sociology and organizational behaviour at the Manchester Business School.

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BOOKS SOCIOLOGY

Labour market forces

Disorganized Capitalism:

contemporary transformations of work and politics

by Claus Offe

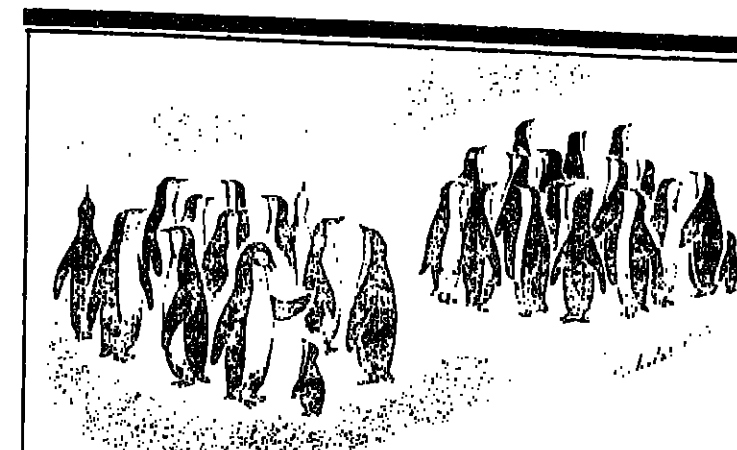
edited by John Keane

Polity Press, £25.00 and £8.95

ISBN 0 7456 0085 9 and 0086 7

In the debates concerning economic and industrial policy during the years since 1979 the necessity and desirability of creating the conditions in which markets could operate "freely" have been claimed as the justification for many of the Government's actions. Only in this way, it is argued, can economic efficiency and individual freedom be fully secured.

In this volume of ten essays, written during the last eight years, a noted German sociologist aids our understanding of why such policies were adopted in the first place and, more



"And keep away from that crowd - I don't like the look of them"; a cartoon from the 1930s magazine *Night and Day*. A selection of articles and artwork from *Night and Day*, edited by Christopher Hawtree, is published by Chatto and Windus at £12.95.

importantly, shows how they are mistaken in their assumptions and likely to be ineffective, or worse, in their consequences. Though some of the arguments discussed by Professor Offe may be familiar, his analyses are always incisive, thorough and stimulating, and together the essays represent a coherent and impressively well-sustained discussion of some of the central economic and political problems of western capitalist societies.

In such societies the labour market is seen as the main institutional solution to the dual allocative problem of supplying labour to jobs and income to individuals and households. But

labour power is not really "a commodity" which can be sold like any other; it cannot be separated from its owner who must be induced to cooperate. Those who sell their labour power are at an inherent disadvantage in their relations with capital; a coercive element - the lack of alternative means of satisfying material needs - is an essential feature of any labour market, such that, Offe argues, for the state to equalize the power imbalance between employer and employee would destroy the labour market altogether. (He is, however, prepared to contemplate something like a basic income as part of the solution to unemployment.)

Visible women

Women and Crime

by Frances Heidensohn

Macmillan, £20.00 and £6.95

ISBN 0 333 36216 0 and 36217 9

Traditionally inquiries into crime and criminal behaviour focused on men; women were ignored. The language was of "criminals", "defendants" and "prisoners", but the substance was actually about men. Where women were mentioned in criminological texts, it tended to be a brief, stereotypical and uncritical reference to menopausal shoplifters or to a new breed of aggressive female criminals.

Things are changing, however. A considerable amount of research on women and crime now exists and Frances Heidensohn reviews this in *Women and Crime*. It is a wide-ranging text which explores women's criminal behaviour, provides a critique of conventional theories of women's criminality and follows women's progress through the criminal justice and penal systems.

Much of this material is familiar enough: women do not commit as much crime as men, conventional accounts of women's crime are inadequate, women are not dealt with especially leniently in the criminal justice system (indeed teenage girls may well be dealt with more harshly than boys) and women find imprisonment harder than men (as evidenced by the rate of drugs prescribed in women's prisons and of offences against prison discipline).

But *Women and Crime* promises more. It is one of the first books in a new list of feminist texts and is, therefore, presented as a text on women and crime from a feminist perspective. In this, it is disappointing. Feminist criminology is presented essentially as a critique of conventional criminology. A number of writers are identified as feminist criminologists and the main theme in their work is made explicit: the invisibility and distortions of female offenders in conventional criminology and the consequences of this. For example, in Heidensohn's words, "no theory of criminality which ignores the overwhelming importance of gender can be valid". Maybe so, but a theory which ignores race, class and age would also not be valid. Conventional criminology is not given new life by eradicating sexism alone.

Heidensohn does claim more than this for feminist criminology: she suggests that a feminist perspective gives "progress" in criminology. One example she puts forward is her discussion of the link between the women's movement and increases in women's crime. There are those who advocate such a link (for example, Freda Adler

and Rita Simon) and those who dispute it (for example, Darrell Steffensmeier and Steven Box). To my mind, however, this is not a feminist debate. It involves the presentation of data by some researchers which is criticized by others (and, indeed, they have, in turn, been criticized by yet others). These claims and counterclaims are not informed by feminism; rather they are based on quite orthodox methodologies (for example, the analysis and reanalysis of criminal statistics and various economic indicators).

Thus I do not understand Heidensohn's conclusion to this section: "In a very real sense then, and in the least helpful way to women offenders . . . one branch of feminist criminology has at last made female crime visible". What this demonstrates is that it is unclear who and what Heidensohn is referring to in her use of the phrase "feminist criminology".

In the context of the above example, are Adler and Simon contributing to it or, ex nihilo, are they Steffensmeier and Box? More generally, is it made up of female criminologists? Criminologists who write about women? Criminologists who are feminists? Criminologists who use feminist insights in work? Or what? There are problems in both the words "feminist" (at the very least, there is radical, Marxist and liberal feminism) and "criminology" (conventional, "new" or whatever). Feminist criminology may mean something quite different to each individual, give feminism's emphasis on the personal, but Heidensohn omits to spell out clearly what feminist criminology means for her.

This confusion is further demonstrated when Heidensohn argues that to understand female criminality fully we have to turn to discussions of the social control of women through such institutions as the family and the workplace. The argument here is that because women are so well controlled by informal agencies, they commit less crime than men. There is undoubtedly something in this: socialization patterns and opportunity structures are different for men and women. But a problem remains. How then do we explain the exception: the woman who does commit crime? The answer to this is not particularly clear in Heidensohn's work. There are hints of the relevance of role rejection, the breakdown of informal controls, Hirschi's 1969 formulation that social bonding is crucial in preventing delinquency, and of such factors as peer pressure and poverty. But this is fairly conventional criminological territory.

Women and Crime is a useful text, certainly. It contains a detailed review of current research, policy and practice. And, unlike most other criminological texts, it puts female offenders first. But a clarification of the possibilities for a feminist criminology it is not.

Allison Morris

Allison Morris is lecturer in criminology at the University of Cambridge.

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Measuring change

Policy Indicators: Links between social science and public debate
by Duncan MacRae, Jr
University of North Carolina Press, £36.00
ISBN 0 8078 1628 0

We hear less these days than we used to about social indicators. No doubt this is due in part to the chiller climate for social science research in government in recent years, but it is also surely the result of disappointed expectations arising from the social indicators movement in the 1960s and 1970s.

Originating, ironically, in the American response to Sputnik in 1957 and perception of scientific lag, in the heyday of the movement there was widespread optimism that it would provide possible to measure social change and social improvement in a manner analogous to the familiar indicators of economic well-being such as gross national and gross domestic product or change in the price index. A yardstick, social phenomena such as crime, health or education, although extensively studied by social scientists, did not seem amenable to concise statistical summary in a single series. Attempts, for example, to construct an annual crime index foundered over what offences to include. Scopes of a more general cast of mind suggested that "indicators" could too easily become "indicators", used by politicians and officials as oversimplified and misleading measures of the "success" of public policies.

Duncan MacRae Jr, who teaches political science and sociology at the University of North Carolina at Chapel Hill, has now produced a

massive and magisterial synthesis of material not only about social indicators but applied social science in general, to further his aim of building an applied discipline of "policy analysis". This blurring of focus is justified to the extent that social indicator work shades over into applied research, indeed precisely for this reason the American Social Science Research Council recently wound up its long-running social indicator programme. MacRae discerns two branches or streams within the social indicator movement, one concerned primarily with the scientific analysis and measurement of social change (exemplified in studies of urban change, deprivation and deterioration), the other with more evaluative, policy-related issues, concerned with how public statistics should be planned so as to aid democratic policy-making. He is primarily concerned with the second of these, and the book represents a significant attempt to construct policy indicators containing social and psychological information of use in guiding national policy choices.

The potential range of indicators which could be compiled is very great. MacRae suggests criteria with which to judge the costs and benefits of selecting particular series. These criteria include values related to general welfare, justice or equity that are sought within a particular political community; the part played by values in public debate; their place in causal policy models; the ways in which we expect public statistics to be used; and the organization of expert communities for developing statistical measures and policy models and facilitating their use. Indicators throwing light on four particular end-values receive detailed attention. These relate to economic efficiency, the subjectively assessed quality of life, length of life (adjusted by its subjective quality) and equity (including notions of needs, rights and social minima). Thus, for instance, detailed attention is given to indicators attempting to measure subjective well-being in terms of happiness and life-satisfaction. The problems of making policy inferences from such data are highlighted. Evidence of satisfaction, for example, may reflect habit or conservatism rather than antipathy to the prospect of change.

Martin Bulmer

Martin Bulmer is senior lecturer in social administration at the London School of Economics.

Improving research methods

Making It Count: the Improvement of social research and theory
by Stanley Lieberman
University of California Press, £18.95
ISBN 0 520 05350 8

The empiricist tradition of social research has long reigned supreme on both sides of the Atlantic, fed both by British statistical theory and American survey research. More recently this tradition has been under radical external attack by ethnomethodology and it has not lacked for internal critics, though such criticism has been muted and piecemeal, perhaps because pragmatism often reigns with empiricism, which can be an agreeable mixture, and not only to British tastes.

This book represents the most serious and extensive critical assessment from within the empiricist tradition. It comes from a young eminent scholar, theorist and practitioner of social research, who takes the trouble to illustrate his methodological points by the use of genuine and important examples, instead of the more usual artificial contrived ones.

Lieberman identifies the logic of experimental design as the fundamental mode of reasoning in social research, whose central relevance to (non-experimental) social research, was classically stated in 1963 by Campbell and Stanley in *Experimental and Quasi-Experimental Designs for Research*. According to Lieberman, current pathologies in social research stem from the fact that:

as presently conceived, it is impossible for empirical research to accomplish what we expect simply because it is based on an analogy with natural science experiment which cannot work.

This will have a familiar ring to those raised on the Whigman dogma that natural science methods are inherently

inappropriate to social science, which, it should be emphasized, is not what he is saying. The shortcomings, in his account, arise because social research can rarely use genuine random allocation of subjects to experimental and control groups, which is critical if alternative competing explanations for an experimental outcome are to be discounted. Current methodology has, of course, tried to take aboard such non-experimental nature by a variety of *post factum* practices, including controlling (examining differences by level and combinations of independent variables), partialling (removing the estimated linear effect statistically) and variance/covariance based modelling (linear structural equation systems).

These devices have inherent, if not fatal, defects and Lieberman advances a brilliant critique of researchers' obsession with reducing and explaining variation. ("Happiness is variance explained") showing that in many circumstances this is not only unnecessary and misleading, but is also misguided. For example, an "explained variation" considerably under unity is to be expected under the assumption that both random and constant effects are operating. Moreover, usual conclusions drawn in these circumstances - that other non-included variables must be operating and/or measurement errors are preventing total explanation - he shows to be straightforwardly misguided and usually misleading.

Most professional methodologists are aware of this and other inherent problems of quasi-experimental research, even if they have not confronted them all together. But it is easier to criticize than to prescribe. What, then, does he suggest?

The preconditions are that the reader accept that "a rigorous science of society is an enterprise that is well worth pursuing", and that continuation of current practice is unacceptable ("business as usual" usually means "ritualism as usual", as he points out). Exclusive qualitativists and ritualists may leave at this point, - but so may those who expect a set of methodological answers or a new perspective.

To be sure, recommendations such as "rethinking causality" distinguish between reversibility and irreversibility

(confusing called the [a] symmetry of a causal process), to refuse to confuse longitudinal with cross-sectional analysis, or to take seriously the difference between "basic" versus superficial causes are very commendable and, if followed, would improve the quality of research - but in terms of research practice it would probably result in little more than greater caution in writing up research reports.

To implement his recommendations in a situation where random allocation is proscribed on ethical grounds, longitudinal analysis is proscribed by research funders and "basic" causes are excluded by the researcher not being able actually to manipulate the independent variable makes the recommendations look more like counsels of perfection than rules of practice, and even the recommendations begin to look as bland and unrealistic as Durkheim's "rule" to eradicate all preconceptions. More modest claims and more careful design are of course highly desirable, but they need to be implemented by spelling out alternative approaches and procedures.

It is easy for a reviewer to review the book that he or she wishes had been written, and this weakness I admit. But given an excellent description (and even explanation) of current research pathologies, why not take that invaluable further step of outlining alternative strategies as well? For example, computer simulation is a weak palliative thing in this area of social research, but it is well adapted to exploring "what if" models where contact is impossible. Equally, so many explanations in the empiricist tradition invoke cognitive and modal notions after the quantitative analysis is finished, but ignore them as irrelevant when data is being collected; why?

We can but hope that, having brilliantly pursued the diagnosis, Lieberman will go on to give us his more detailed prescription for prevention, amelioration or cure.

Tony Coxon

Tony Coxon is professor of sociological research methods and director of the Social Research Unit at University College, Cardiff.

BOOKS

SOCIOLOGY

Youth's collective identities

Comparative Youth Culture: the sociology of youth cultures and youth subcultures in America, Britain and Canada

by Michael Brake
Routledge & Kegan Paul, £6.95
ISBN 0 7100 9898 7

Theories of Delinquency: an examination of explanations of delinquent behaviour
by Donald J. Shoemaker
Oxford University Press, £8.95
ISBN 0 19 503391 4

Within the sociology of deviance, a discipline where fashionability tends to count for much, the influence of the Centre for Contemporary Cultural Studies at Birmingham has proved remarkably resilient. Marxist orientated, its students seek to interpret the subcultures of youth primarily in terms of a deeper "structural" context of class relations. Michael Brake is one such writer and in his new book he has extended the approach and applied it to the youth cultures of Britain, Canada and the United States in an attempt to uncover their common structural characteristics.

Included within his purview are such diverse social phenomena as Rastafarianism, punks, American religious cults, black ghetto culture and the relative conformity of Canadian youth. His conclusion is that "subcultures arise as attempts to resolve collectively experienced problems resulting from contradictions in the social structure, and that they generate a form of collective identity from which an individual identity can be achieved outside that assumed by class, education and occupation." The latter part of this explanation is convincingly argued, the former much less so.

There are a number of problems inherent in the sort of structural analysis Brake is concerned in part to provide. In the first place it is not always clear that the "contradictions" he refers to are, in fact, contradictions. For example, even if it is true that girls "may be peripheral in one sphere, such as work, but... central in another, such as the home", to describe this as a "contradiction", with all the significance that the concept implies, merely detracts from an otherwise useful account of the formation of the sub-cultural identity of adolescent girls. Second, there is a tendency for structural explanations to assume precisely what needs to be proved. It is not enough simply to impute social explanations to forms of behaviour, there needs also to be some degree of correspondence between them and the actors' own accounts of their actions. Would, for example, the "super-cool hustler" of the Chicago ghetto accept that his way of life is "a response to contradictions in the social structure"?

The only evidence which would be at all convincing, as the work of Paul Willis has shown, the ethnographic kind. Unfortunately such essential first-hand observation is almost entirely absent from Brake's account and he tends to rely too heavily and uncritically on the work of other similar-minded theorists. On one occasion at least a combination of these problems allows Brake to be misled. No one with direct experience of Brixton's West Indian youth is likely to accept the claim that "young blacks idealize a mythical Africa". On the contrary, many of them have nothing but contempt for that continent. Rastafarianism too, outside of its small number of religious devotees, is surely better understood as a temporary and receding fashion rather than part of "the supportive ideology which (makes sense of) black oppression". Not all of Dr Brake's arguments fall into these traps - his account of what

he sees as an emerging subculture arising from Canada's ethnic groupings is persuasively put - but, as a whole, the book's analysis has the character of a *priori* rather than a *posteriori* reasoning.

Subculture and its relationship to delinquency forms one chapter of Donald Shoemaker's clear and judicious introduction to deviancy theory. Professor of sociology at the Virginia State University, Shoemaker guides the reader through the sometimes bewildering range of sociological and psychological explanations of delinquency, assesses in schematic form their various merits and makes clear their theoretical assumptions. While tending to favour the more conservative "control" theories of deviance over the "radical" or "conflict" explanations, he establishes that each perspective contains its own merits and concludes with his own brief synthesis of the various theories described.

If the book lacks the overall depth of a recent similar work by David Downes and Paul Rock (*Understanding Deviance*, 1982) and is neglectful of important British contributions to the area (no mention of the Birmingham school, for example), it can nevertheless be recommended as a basic text for sociology students.

David Dale

David Dale is a social worker for Westminster City Council.

Dotty Merlin

The Status of Everyday Life: a sociological excavation of the prevailing framework of perception
by Fiona Mackie
Routledge & Kegan Paul, £22.00
ISBN 0 7102 0154 0

Over the last half century thinkers working in the phenomenological tradition have made an invaluable contribution to our understanding of social reality. Issues vital to sociological theory and practice have been clarified by the close attention such thinkers have paid to the ways in which human experience comes to be ordered and formed into a taken-for-granted reality in the lives of human actors. Husserl's investigations into the constitutive role of consciousness, Heidegger's meditation on the significance of man's awareness of his finitude, Merleau-Ponty's discussion of the relationship between the human organism and its forms of perception, and Schutz's dissection of the structures of the life-world of immediate experience each represent a significant contribution to a common quest to understand man's place in the nature of things and the role of society in making this place both secure and intelligible.

One need not accept the sometimes over-ambitious claims which some phenomenologists have made for the exclusive validity of their approach in order to recognize the value of such work in uncovering an otherwise hidden dimension of social reality. The writers I have mentioned, who are each the subject of a chapter in Fiona Mackie's extraordinary book, demand serious attention from anyone interested in the fundamental issues of social science. For all Dr Mackie's pretensions to be engaged in critical dialogue with the phenomenological tradition, they do not receive it here. Instead, each in turn is plundered for the isolated insight that Mackie can use in her own very different project before being dismissed as insouciantly radical and as "ethnocentric" and "elitist".

To find Husserl's notion of the "transcendental ego", a philosophical concept developed in order to clarify how experience as such is constituted, described as "elitist" and any argument for the epistemological primacy of individual consciousness condemned as "ethnocentric", will suggest the extent to which the author not only misunderstands the philosophers she presumes to criticize but shows herself incapable of rising above the level of ideological labelling. In view of this, her claim to be reaching deeper than the phenomenologists in uncovering the roots of perception is both insolent and grotesque.

So what is *The Status of Everyday Life* about? Though much of the text



Young black in South London

is, so far as I can see, the most utter nonsense it is a form of nonsense wholly intelligible in terms of Dr Mackie's project and the simplistic assumptions on which it is based. Mackie believes that human consciousness, as it exists in the world and as the phenomenologists have analysed it, is a defective and crippled form of a more primordial consciousness of "mutuality". It is not in the nature of this deeper mode of consciousness that one can be very precise about it, for to be precise is to engage in the very processes of discrimination and differentiation which apparently cut us off from it in the first place. To learn anything about our deep consciousness of mutuality we have to reactivate what Mackie calls "memory glows". These, it is claimed, "encapsulate a primordial mode of experiencing" whose reawakening is the precondition for our survival in the dangerous world which human rationality has created. When, in the second half of the book, we actually encounter Mackie's attempts to express the content of such "memory glows", what we discover is a couple of absurd poetic effusions, which reveal the author to be a disciple not of Husserl or Heidegger but of Dotty Merlin, the magnificently comic poetess of fertility created by Pamela Hansford Johnson in *The Unpleasant Shipman and Night and Silence Who is Here?*

The subjects of these lyric eruptions are, respectively, the author's apparently distasteful experience of her first day at kindergarten and the even more objectionable process of being forced to emerge from the womb and become an "atomized individual". The presence of passages of pretentious and comically bad verse in Miss Hansford-Johnson's light-hearted send-up of poetic posturing is self-explanatory, but at first sight it is hard to see what they are doing in a volume of Routledge's *International Library of Sociology*. The answer is that each is meant to reveal one of the forgotten moments in a life history where "the coalescing pressures cauterize the person in an enclosed and increasingly rigid darkness, the effect of which is to sever capacities not appropriate to the dominant interests." Thus does the logic of Dr Mackie's inquiry link the womb-mysticism of Dotty Merlin with a theory of ideological manipulation whose remote progenitor is Karl Marx.

Mackie's is indeed an original synthesis but not, I suspect, one conducive either to the advance of sociological theory or to our prospects for survival in a world where clear thinking is important as never before. Nor is the presentation made any more convincing by the presence throughout the second half of the book of a large number of partially intelligible squiggles which are meant to convey in diagrammatic form the difference between distorted and undistorted forms of consciousness.

David J. Levy

David J. Levy is lecturer in sociology at Middlesex Polytechnic.

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DEPARTMENT OF MECHANICAL ENGINEERING AND METALLURGY

PRINCIPAL LECTURER AND LECTURER II/SENIOR LECTURER IN MECHANICAL ENGINEERING

Applications are invited from suitably qualified applicants for the above posts. The Department has extensive teaching and research commitments in Computer-Aided Engineering (CAE). The duties of the Principal Lecturer will include leadership of a new BTEC HND course in CAE. Applicants for the Lecturer II/Senior Lecturer post should have a strong background in Design.

Salary: Principal Lecturer £15,300 (work bar) - £17,289 per annum. The salary on appointment will be no greater than £15,300 per annum. Lecturer II/Senior Lecturer £7,926 - £12,705 (efficiency bar) - £13,785 (work bar) - £14,783 per annum. An appointment may be made at either Lecturer II or Senior Lecturer level but the salary on appointment will be no greater than £13,785 per annum. Closing date for applications: 31 December 1985.

Application forms and further particulars from the Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland, TS1 3BN. Tel: (0462) 218121. Ext. 4114. An Equal Opportunity Employer.

(74962)

PRO-RECTOR (Staffing)

Applications are invited from persons with a proven record of academic leadership in higher education for appointment to this senior management post from 1st April 1986. The person appointed will be responsible for the allocation of staff at all levels in the Polytechnic and will be expected to strengthen and develop staff development and training.

Salary (Group 12) £25,566 p.a.

Further details of this post may be obtained from the Clerk to the Governing Body, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE to whom completed applications should be returned by 8th December 1985.

SUNDERLAND POLYTECHNIC

NEWCASTLE UPON TYNE POLYTECHNIC

COMPUTER UNIT: COMPUTING ADVISER (SYSTEMS AND COMMUNICATIONS) (LECTURER II GRADE)

Ref. A50/85

with specific responsibility for support and development of computer systems and/or networking. Previous experience of leading a group working on systems programming and/or communications will be an advantage. Successful candidate will become one of a number of advisers developing the application of computers in higher education. The Computer Unit provides a computing service for teaching, research and administration in the Polytechnic and operates or has access to a range of mainframe, mini and micro computer systems.

Salary - Burnham FE: Lecturer II £7,926-£12,705 p.a. For further details and application forms please call our 24 hour telephone answering service (0832 353128) or write enclosing a telephone a.s. to Miss Gile Therpe, Admin. Unit, (Recruitment), Newcastle upon Tyne Polytechnic, Elison Building, Elison Place, Newcastle upon Tyne NE1 8ST to whom completed forms should be returned quoting the ref. by 4th December 1985.

(70738)

PORTSMOUTH

Applications are invited for the following post
Salary scale: Lecturer/Senior Lecturer £7,926 - £14,783 per annum
DEPARTMENT OF PHYSICS Ref: 114A
PHYSICIST

required to teach largely within the BSc Applied Physics, BSc Physics and HND in Applied Physics and possibly the MSc in Microwave Solid State Physics.

Candidates are sought with good honours degrees, preferably with post-graduate industrial experience. Specialisation and a research interest in one of Physical Electronics, Opto-electronics, Microwaves or Solid State Physics might be an advantage but enthusiasm in other areas would be acceptable.

The appointment is to commence as soon as possible. Application forms and further particulars from Personnel Office, Nuffield Centre, St Michaels Road, Portsmouth. Tel: 0705-825451.

Closing date for applications: 9th December 1985.

(74952)

POLYTECHNIC

DUNDEE COLLEGE OF TECHNOLOGY SENIOR LECTURESHIP/LECTURESHIPS IN THE DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Applications are invited from candidates who possess a good honours degree in Electrical and/or Electronic Engineering or a related discipline and preferably a Higher Degree. Applicants should have appropriate industrial and/or research experience in one or more of the following subject areas:

Digital Systems
Software Engineering
Power Engineering
VLSI Design
Computer Aided Engineering
Analogue Electronics
Communications

The successful candidates will be required to teach on a range of postgraduate, degree and other courses and will be expected to undertake research and consultancy, at senior lecturer level, the person appointed will be expected to play a leadership role and candidates for this post must have appropriate experience. Salary Scales (currently under review)

Senior Lectureship £12,777-£18,104

Lectureship £8,688-£13,718

In all cases, initial placing will depend upon approved experience and financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee DD1 1HG to whom applications should be lodged by 8th December 1985.

(74968)

NORTH STAFFORDSHIRE POLYTECHNIC

Educational Development Unit HEAD OF UNIT (Grade V New Post)

Salary scale £16,086 - £17,877 p.a. (pay award pending). To develop and co-ordinate internal emphasis on learning and teaching and to link this with the Polytechnic's continued involvement in In-Service Teacher Education.

Application forms and further particulars may be obtained from the Personnel Section, North Staffordshire Polytechnic, College Road, Stoke-on-Trent, ST4 2DE. Tel: S-O-T (0782) 45531. Ext. 211. Closing date for applications: 13th December, 1985.

(70728)



KINGSTON POLYTECHNIC

Faculty of Business & Social Science

ONE YEAR FIXED TERM SENIOR LECTURER/LECTURER II QUANTITATIVE METHODS

from 1st January 1986

We are seeking to appoint a lecturer to teach quantitative techniques in the context of business and management courses. Familiarity with applications in addition to a sound theoretical basis is essential. The use of computing is embedded in all our courses and applicants should have experience of computing technology and the use of applications packages; if they also offer broader information technology experience it would be an advantage. Salary £8804 - £15441.

Application forms and further details from Personnel Office, Kingston Polytechnic, Penryn Road, Kingston upon Thames, KT1 2EE. Tel: 01-549 1388 ext 287. Closing date 6th December 1985.

(74964)

PLEASE NOTE

Classified copy deadlines for the following issues

Friday 20th December, copy should arrive by 4pm Wednesday 11th December.

Friday 27th December, copy should arrive by 4pm Monday 16th December.

Friday 3rd January, copy should arrive by 4pm Wednesday 18th December.

Colleges of Further Education

ilea Inner London Education Authority

Principal SOUTHWARK COLLEGE

Applications are invited for the post of Principal of Southwark College to commence on 1 September 1986, following the resignation of the present Principal, Mr. J.C.N. Baillie, in order to take up Principalship with another Authority.

The College is organised into eight departments:- Chemistry & Biology, Mathematics & Physics, Business Studies, Social & Community Studies, Creative, Vocational & Leisure Arts, English, General Education, Vocational Preparation.

The College has major branches at The Cut, Waterloo, SE1, Tanner Street, Bermondsey, SE1, Asylum Road, East Peckham, SE15, and Blackfriars Road, SE1, and smaller branches at other locations.

Applicants should be well qualified academically and possess a sound knowledge of further education, together with administrative experience at a senior level.

Under the provisions of the Burnham (Further Education) Report, the College is in Group 7 and the salary for the post of Principal is £24,806 per annum plus £1,038 London Allowance (subject to review).

Further information and application forms (to be returned by 13 December 1985) may be obtained from the Education Officer (EO/FE 4), Inner London Education Authority, Room 257A, The County Hall, London SE1 7PB or by telephone, by ringing 01-833 7888.

THIS IS A RE-ADVERTISEMENT

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(74871)

Colleges and Institutes of Higher Education

NEWMAN and WESTHILL

2 Posts of LECTURER II/SENIOR LECTURER IN MATHEMATICS

The posts are in the joint Mathematics Department of Newman and Westhill Colleges. The Department is responsible for a variety of Pre-Service and In-Service Teacher Education courses. These include Primary Honours B.Ed. Main Subject Mathematics and Teaching Methods Primary, PGCE (Primary Mathematics Method) and a range of In-Service Diplomas and Certificates (at present mainly Secondary).

Post 1. Applicants must have recent successful school-teaching experience at Primary school level. It is expected that the successful candidate will possess a degree, or equivalent, in Mathematics and/or Education. The person appointed will be expected to contribute mainly to Primary Method courses, but the ability to contribute to the B.Ed. Main Mathematics course would be an advantage.

Post 2. Applicants must possess a higher degree in the Mathematical Sciences or have published research work of a comparable standard. Candidates should have some teaching experience. The person appointed will be expected to contribute substantially to the B.Ed. Main Subject Mathematics course as well as other aspects of the Department's work. An ability to contribute to the teaching of the Physical Sciences would be an advantage.

Newman and Westhill Colleges are in Academic Association and work to a joint academic programme and timetable. Staff may be required to teach at both Colleges. One of the successful applicants will be appointed to Newman, a Roman Catholic Voluntary College and the other to Westhill, a Free Church Voluntary College. Applicants should be sympathetic to the Christian foundation of the Colleges.

Further information is available from the Principal of either College.

Closing date for applications: 6th December, 1985.

Newman College Westhill College
Gennars Lane Wesley Park Road
Bartley Green Selly Oak
Birmingham B32 3NT Birmingham B29 6LL

(72870)

Affiliated Colleges of the University of Birmingham

Humber College of Higher Education

School of Applied Social Studies LECTURER II/ SENIOR LECTURER IN SOCIAL PSYCHOLOGY

Applications are invited from suitably qualified and experienced persons who would be able to contribute to the teaching of social psychology on undergraduate courses within the school. Experience in the areas of health, handicap and disability, or nursing would be particularly welcomed.

Salary £7,926 - £12,705, SL: £11,733 - £17,926. Award pending from 1st December 1985.

Further details and application forms from: The Personnel Officer, Humber College of Higher Education, 100-102, The Strand, Hull, Tel: 0482 246504. Closing date for receipt of completed applications: 6 December 1985. (91533) 18

REMINDER

Copy for Classified Advertisements in The T.H.E.S. should arrive not later than 10am Monday preceding publication.

Colleges and Institutes of Higher Education continued

EALING COLLEGE OF HIGHER EDUCATION



The College is a major institution of higher education in West London. The major part of the curriculum comprises over 20 CNA courses including honours degrees in Accounting, Applied Language Studies, Business Studies, Economics, Humanities, Law, Library and Information Studies, Modern European Studies, postgraduate

work at CNA masters and diploma level and BTEC Higher Diploma and diplomas. As a consequence of the continued expansion and development of the College, in part derived from the decisions of the National Advisory Body, applications are invited from suitably qualified and experienced persons for the following post:

INFORMATION TECHNOLOGY

The College wishes to make two appointments in this area:

1. PL/SL IN COMPUTER STUDIES

In the School of Economics and Accounting with special reference to accountancy.

2. SL/LII IN INFORMATION TECHNOLOGY

In the School of Business Administration to contribute to courses in business and managerial studies.

SL/LII/LI IN QUANTITATIVE BUSINESS ANALYSIS

Operational Research/Statistics for business or other specialisms considered.

LII/LI IN FOOD STUDIES

To teach food production systems and operational management on a variety of courses, with an emphasis towards BTEC Higher National Diploma and HNCMA Part B.

LII/LI IN LAW (2 Posts)

(i) In the School of Economics and Accounting. To teach mainly employment/commercial law.

(ii) In the School of Law and Social Science. To teach on

undergraduate and other courses.

LII MARKETING

Graduate, preferably with higher degree and experience to teach at degree and diploma level and develop marketing in the School of Hotel, Catering and Catering.

RESEARCH ASSISTANT COMPUTER AIDED LEARNING FOR ACCOUNTING

School of Economics and Accounting
A research assistant is required for a project which involves the writing and evaluation of CAL programmes for accounting education. Applicants should have a higher degree and/or a good honours degree in one of the following and an interest in at least one other:

Accounting, Business Studies, Computing or Education.

TEMPORARY POSTS LI IN LAW

(2 terms 1.1.86 - 31.7.86) In the School of Law and Social Science to teach at undergraduate and other levels.

LI IN SOCIOLOGY

(1 term 8.1.86 - 30.4.86)

(2 posts) (i) In the School of Law and Social Science.

(ii) In the School of Business and Management to teach on a range of undergraduate and other courses.

SALARY

(Inclusive of London Weighting)

P/L: £14,787 to a possible max of £18,327. S/L: £12,771 to a possible max of £18,327.

LII: £8964 - £13,743. LI: £7245 - £12,076. R.A.: £7600 - £8289.

The permanent posts are tenable as soon as possible up to 1st April 1986.

Application forms and further details from: The Staffing Office, Ealing College of Higher Education, St. Mary's Road, Ealing, London W5 6RF.

Closing date: 2nd December 1985.

(74963)

the College of Ripon & York St John

Applications are invited for the following posts in this Church of England Voluntary College of Higher Education.

ASSISTANT DIRECTOR OF TEACHER EDUCATION PROGRAMMES

(Principal Lecturer Scale £13,749-£17,289)

The Assistant Director should have a wide experience of Primary Schools and have proved a competent manager in a range of school-related activities including curriculum innovations. Current involvement in both Initial and In-Service Training is a priority as the College has an extensive and expanding responsibility for both B.Ed. and P.G.C.E. Primary and Secondary Initial Teacher Training. It also has significant In-Service commitments particularly in North Yorkshire and Humberside, recruiting on a regional and national basis. The College accommodates a range of Teachers' Centres. The appointment at Principal Lecturer level will date from 1st April 1986.

Department of Professional Studies

PRIMARY EDUCATION (7-12 years)

(Lecturer Grade II/Senior Lecturer scale £7,926-£14,783)

The successful candidate will be well qualified, have recent primary teaching experience and knowledge of classroom language. An active interest in research would be an advantage. The appointment at Lecturer Grade II/Senior Lecturer level will date from 1st April 1986 or earlier if possible.

PRIMARY EDUCATION (Early Years)

(Lecturer Grade II/Senior Lecturer scale £7,926-£14,783)

A well qualified person with experience in the education of young children is required. Knowledge of recent research in children's learning within the classroom would be an advantage. The appointment at Lecturer Grade II/Senior Lecturer level will date from 1st September 1986.

Further details and application forms may be obtained from The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed forms should be returned to arrive not later than Monday 9th December 1985.

The Suffolk College of Higher and Further Education

LECTURER 2/ SENIOR LECTURER IN FINANCE AND ACCOUNTING

Required for 1 January or as soon as possible to teach a range of accounting subjects mainly at professional and HND level.

Applicants should have a professional qualification in accountancy and/or an appropriate degree.

Salary scales: The starting salary will be at an appropriate point on one or other of the following scales: Lecturer Grade 2 £7,926 to £12,705. Senior Lecturer £12,706 to £14,783. Bar to £15,785.

The regulations relating to transfer from the lower to the higher scale, for those not initially appointed to the latter, will be explained at interview.

Further details and application forms can be obtained from the Principal, Suffolk College, Rone Walk, Ipswich IP4 1LT, to whom completed forms should be returned within 14 days of this advertisement. Please send large size and quote post number 5-144.

Suffolk County Council.

West London Institute of Higher Education

Department of Humanities

LECTURER II IN AMERICAN STUDIES

Applications are invited for the above post, commencing 1 January 1986 or as soon as possible thereafter. The person appointed will contribute to the teaching of American Studies within the Institute's B.A. Joint Honours degree programme. The major teaching commitment will be that of American social history of the nineteenth and twentieth centuries; candidates should also have the ability to contribute to the historical and geographical aspects of the American Studies course. Commitment will be required to single and interdisciplinary working and to teaching.

Salary: Scale £7,926 - £14,783. £15,785 Outer London Allowance.

For further details and application forms please contact the Vice Principal, WLHE, Langston House, Borough Road, Isleworth, Middx. TW7 5DU. Tel: 01-81-61-2000. Closing date for receipt of completed applications: 6 December 1985.

the College of Ripon & York St John

Applications are invited for the following post in this Church of England Voluntary College of Higher Education (1800 men and women). The appointment will be at an appropriate point on the Head of Department Scale Grade IV (£15,540-£17,406). The appointment will date from 1st April 1986.

HEAD OF DEPARTMENT OF DESIGN AND TECHNOLOGY (Re-advertisement)

The College wishes to appoint a vigorous and resourceful leader for this well established and expanding department. The department is responsible for teaching a wide range of courses validated by the University of Leeds and C.N.A.A.

Further details and application forms may be obtained from The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than MONDAY 16th December 1985.

74957

General Vacancies

POLICE STAFF COLLEGE

Lecturer (Social and Legal Studies)

The College at Binsall, near Basingstoke, Hants has staff consisting of police officers and civilian academics, who co-operate in delivering residential courses of varying but substantial length and are employed in the four integrated departments of

Police Operations, Police Management Studies, Social and Legal Studies and Politics and Public Administration.

The current vacancy is in the Social and Legal Studies department where you will be involved in developing training and research interests in the socio-legal field including all aspects of criminal justice and the socio-legal phenomena that condition it.

You must have a degree with 1st or 2nd class honours in Social Science with a strong emphasis in quantitative methods, teaching and research experience in higher education, with an ability to teach across all courses at the College. You should also preferably have, or be currently engaged in reading for, a higher degree.

Starting salary within the range of £8940-£15,480 according to qualifications and experience. Promotion prospects.

For further details and an application form to be returned by 9 December 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).

Please quote ref G/6705.

The Civil Service is an equal opportunity employer

HOME OFFICE

Examiners

SCOTTISH CERTIFICATE OF EDUCATION SCE EXAMINATION 1986

MARKERS

(Ref: TH281/1)

Applications are invited for appointment as Markers in all subjects to be examined at the 1986 Scottish Certificate of Education examination. Applicants should have appropriate qualifications and experience in the subject concerned.

VISITING EXAMINERS HOME ECONOMICS (FOOD AND NUTRITION)/MUSIC

(Ref: TH129)

Application are invited also from persons experienced in teaching Home Economics (Food and Nutrition) on the Ordinary Grade, and from teachers in Music on both the Ordinary and Higher Grades, to act as Visiting Examiners at the 1986 examination for the Scottish Certificate of Education. Those appointed will be required to visit examination centres in connection with the practical tests in those subjects to be held throughout Scotland from February to April, 1986. Appropriate subsistence allowances and travelling expenses are payable.

Persons who acted as Markers/Visiting Examiners at the 1985 examination or who have already submitted applications will be considered automatically for appointment for the 1986 examination and should NOT apply again in response to this advertisement. Application forms, obtainable from the Director, Scottish Examination Board, Inverleith Road, Dalkeith, Midlothian EH2

